# STATE PUBLIC CHARTER SCHOOL AUTHORITY



# 2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the **Amendment Application Guidance Document** 

For the: Doral Academy of Northern Nevada

Date Submitted: April 15, 2022

Current Charter Contract Start Date: July 1, 2017 Charter Contract Expiration Date: June 30, 2023

Key Contact: Alicia Lerud

Key Contact title: **Board Chairperson** 

Key Contact email and phone: alicia.lerud@doralnnv.org / 775-997-9167

Date of School Board approval of this application: October 14, 2021 and April 21, 2022

# **Deadlines**

	Spring Cycle	Fall Cycle	
Notice <sup>1</sup> of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1	
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15	
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting	

RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.

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Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for). 1. 

Add Distance Education 2. 

Add Dual-Credit Program 3. 

Change Mission and/or Vision ☐ Eliminate a Grade Level or Other Educational Services ☐ EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO 6. Enrollment: Expand Enrollment in **Existing** Grade Level(s) and Facilities 7. 

Enrollment: Expand Enrollment in New Grade Levels ☐ Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment 9. 

| Facilities: Occupy New or Additional Facility 10. ☐ Facilities: Occupy a Temporary Facility 11. 

Facilities: Relocate or Consolidate Campuses 12. ☐ RFA: Transportation 13. 

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# Introduction

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily be separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now added a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you are submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster.

The first, third, and fifth may be handled in the Consent Agenda section of the board meeting, also.

# **Most Frequent Request For Amendment Applications**

Here are the five most frequent Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 1. Dual credit RFA applications
- 2. Distant education RFA applications
- 3. Enrollment additions or contractions and grade expansions or contractions
- 4. Facilities acquisitions or leases
- 5. Lotteries and lottery changes

Below are the processing requirements of the RFA types above. Complete the following check marked items ( $\boxtimes$ ) from the overall application requirements list below. You do not need to respond to the unchecked areas.

## **Sections Required**

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs	for
Facility acquisitions or expansions have additional requirements described below:	

☐ Meeting The Need
⊠ Expansions to new grade levels or new campuses must complete the Meeting the Need section.
☐ Academic Plan (required if expanding to new grades that are currently not being offered)
⊠ Financial Plan

- 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
- 2. Enrollment RFAs: complete the tab labeled "General" in the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the RFA.
- 3. Facility RFAs: complete the appropriate tab under the "**Facilities**" section below including the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the facility RFA.

☐ Operations Plan

⊠ RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the "Facilities" related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

# Section I: Standard RFA Requirements

# A) EXECUTIVE SUMMARY

<u>Required for all submissions. 4 Pages or less per RFA. If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.</u>

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members.

Doral Academy of Northern Nevada (DANN) is a K-8 public charter school located at 3725 Butch Cassidy Dr., Reno, Nevada 89511, across the street from Galena High School in Washoe County. DANN opened in the Fall of 2017 at a nearby church and then moved into a new campus building in 2018. The school began with 169 students and, due to its success, its enrollment has grown to over 900 students in just five years. DANN previously adopted a 2X weighted lottery in 2020 in order to provide additional opportunities for the enrollment of disadvantaged and underserved free or reduced-price lunch eligible students. The following enrollment and demographic information for DANN is based on the latest data from the Nevada Department of Education (NDE) as of the October 1, 2021 validation day.<sup>2</sup>

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Total Students	925
Female to Male Ratio	51:49
Kindergarten through 5th grade (Lower school)	67.7%
6th grade through 8th grade (Upper School)	32.3%

Table 2. DANN Enrollment Demographic by Ethnicity

American Indian or Alaska Native	Asian	Hispanic or Latino*	Black or African- American	White	Native Hawaiian or Other Pacific Islander	Two or More Races
0.1%	4.8%	14.9%	0.3%	71.0%	0.1%	8.6%

Table 3. DANN Enrollment Demographic by Special Population

IEP / SPED	FRL	ELL
10.8%	6.4%	*

<sup>\*</sup> In order to protect student privacy, rates associated with populations of less than ten (10) students are displayed with an asterisk (\*).

DANN is an arts-integrated school that replicates the successes of the Doral schools in Florida and the Las Vegas area. Arts integration is instruction that integrates content and skills from the arts—dance, music, theater, and the visual arts—with other core subjects. The arts-integration method is highly effective in engaging and motivating students. It supports the academic achievement and improved social behavior of students while enhancing school climate and parental involvement. The arts provide students multiple modes for demonstrating learning and competency. It enlivens the teaching and learning experience for entire school communities. At its best, arts-integration is transformative for students, teachers, and communities. The imaginations and creative capacities of teachers and students are nurtured and their aspirations afforded many avenues for realization and recognition.

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<sup>&</sup>lt;sup>2</sup> State Public Charter School Authority's School Year 2021-22 Student Enrollment report dated December 3, 2021.

DANN's guiding principles of community involvement, creative expression, and academic excellence have helped them become a 5-star school since 2017. DANN provides specials for all students during the school day, and offers afterschool enrichments.

Our affiliation with Doral, Inc. is a key partnership in the success of the curriculum development plan. Doral, Inc. has successfully opened and implemented this Arts Integration curriculum model and best practices, including integrating *Stephen R. Covey's* "7 Habits of Highly Effective People" into all grade levels.

The DANN Board of Directors is made up of seven (7) members who meet all of the requirements under state law and are leaders in the community.

- Board Chair Alicia Lerud, is the Clerk of Court & Court Administrator for the Second Judicial District Court in Washoe County and previously served in the Attorney General's Office. She is a passionate supporter of programs that educate youth about civic involvement and community contributions.
- Board Vice Chair, Indra Winquest, has extensive experience working with public boards as the Director of Parks & Recreation for the Incline Village General Improvement District.
- Board Treasurer Bob Lucey has served as Washoe County Commission Chair since 2020 leading the policy development for the 470,000 residents.
- Board Secretary, Adam Kramer, is the CEO of Ledger 8760 Inc., and is very involved in the community serving on various appointed boards.
- Board Member Danielle Cherry is a founding Board member of the school and owns a non-profit and political fundraising firm.
- Board Member Leslie Hermann was the K-12 Principal of all three public schools in Incline Village for her career and now serves as a consultant with the Dave & Cheryl Duffield Foundation.

Onsite leadership: Principal Angela Orr has been DANN Principal since 2019 and has led the school through its expansion into upper grades, the COVID 19 pandemic, and hybridized learning, and through one of the State's first weighted lotteries for charter schools. She has been an educator for 19 years and has earned a B.A. in Secondary Education, an M.S. in Educational Specialties: Literacy, and a M.Ed. in Educational Administration. Orr was the Director of K-12 Social Studies Curriculum for Washoe County School District prior to becoming the principal.

Dr. Nicolette Smith has been Assistant Principal for DANN since 2020. Prior to that, she served as Assistant Principal at Mater Academy of Northern Nevada, a K-8 Title 1 Charter School in the zip code adjacent to the new DANN site and K-12 Literacy Professional Learning Facilitator for the Northwest Regional Professional Development Program facilitating cohorts for National Board Certification, Teacher Leadership, and Understanding by Design. Dr. Smith has her National Board Certification and a doctorate in Organizational Leadership with the emphasis in K-12 education. She also previously served as a Social Studies teacher for twelve years.

Dean Amanda Pippin is the newest professional to join the DANN school leadership. She was previously a Dean of Students at Galena High School until 2022, and worked over a decade at Wooster High School (in the same zip code as the new DANN site) as leadership program advisor, Athletic Director, and head tennis coach.

#### 2. Statement and overview of the mission and vision.

**Mission**: Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging whole-child educational experience. DANN will provide an academically rigorous learning environment with a strong emphasis on problem-based learning, arts-integration, and social and emotional development. A collaborative effort, with all students, parents, and staff, will be devoted to establishing, achieving, and celebrating individual goals to prepare every student for college, career, and civic life.

**Vision**: As a beacon of educational practice, DANN will foster student efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion.

3. Specific statement of the request.

(Example:) "The Board of the above named charter school, operating under a current contract with a start date of <u>July 1, 2017</u> and a six-year expiration date of <u>June 30, 2023</u> requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following" (check all that apply):

1.	Dual-Credit Programs
2.	EMOs: Amend charter contract with an EMO or CMO
3.	Enrollment: Expand enrollment in existing grades and facilities
4.	Enrollment: Expand enrollment in new grade levels
5.	Enrollment: Eliminate a grade level or other educational services
6.	Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
<u>✓</u> 7.	Facilities: Occupy additional sites
8.	Facilities: Relocate or consolidate campuses
9.	Facilities: Occupy a temporary facility
10.	Other (specify):

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

Please refer to *Attachment 1 – Board Meeting Agenda & Minutes*.

(See full list above of RFA amendment types)

- 4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.
- 7) Facilities: Occupy additional sites

DANN's community stakeholders desire an additional campus to reach under-served students residing in central Reno and Sparks and share its successful model of supporting the whole child to academic, social, and emotional success.

5. Description of proposed target model and target communities.

DANN's target community is the central Reno/Sparks, Nevada area; specifically, a facility site has been identified at:

# 1315 Financial Boulevard Reno, NV 89502

As a public charter school, DANN's proposed new campus will be open to all students residing within the State of Nevada, but it is anticipated the school will primarily serve students and families residing in the **89502** and **89431** ZIP codes.

Both of these target ZIP Codes were identified in the SPCSA's 2022 Academic and Demographic Needs Assessment as areas of academic need. One example of this academic need is that both ZIP codes include geographic areas where a significant percentage of students are enrolled in either 1- or 2-star schools. A second example of this academic need is that both ZIP codes (along with nine additional ZIP codes in Washoe County) include a significant percentage of elementary and middle school students who are eligible for free or reduced-price lunch.

6. Statement of outcomes you expect to achieve across the network of campuses.

If approved, the School, DANN's Board, faculty, staff, and parents will work together to achieve the following academic, operational, and financial outcomes at the new campus.

## Academic Outcomes

Students will be assessed using the 2022-2023 SBAC assessments and a baseline will be established. Once baseline data is established, the DANN Board will set progressive goals for the following school years:

1. Increase incoming students' math grade level equivalence by more than one year of growth as determined by iReady.

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- 2. Increase incoming students' reading grade level equivalence by more than one year of growth as determined by iReady.
- 3. Ensure that students are on track to meet reading proficiency growth goals by the end of 3rd grade.
- 4. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, and students with disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least 30% (without reducing the rigor and performance of the general student population and ensuring that all students receive robust Tier 1, grade level instruction).

# **Operational Outcomes**

- 1. Each Governing Board member will participate in a minimum of four (4) hours of professional development every year. Board Officers will attend a minimum of two (2) hours of professional development specific to their office within the four (4) hours required annually.
- 2. The school will demonstrate at least a 90% satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.
- 3. The licensed teacher retention rate will be at least 90% each year, not including separations for reasons of non-renewal of teacher contract, health, and family.

#### Financial Outcomes

- 1. The school will obtain and maintain a minimum cash reserve of fifty-five (55) days by the end of year three.
- 2. The school will generate a minimum of 5% fund surplus each school year.
- 7. Key components of your educational model for the expanded school.

DANN's curriculum model includes four (4) key components:

- 1. Standards Aligned Curriculum to the Nevada State Academic Content Standards in English Language Arts (ELA) and Mathematics. In Science, DANN has aligned their curriculum to the Next Generation Science Standards;
- 2. Arts Integration: Arts Integration instructional strategies and methods are best practices utilized to teach the curriculum fusing an art form (drama, music, art, etc.) within the learning process;
- 3. Basal Textbooks and Other Support Materials: standards aligned materials that support learning;
- 4. Data Driven Instruction Model: Doral, Inc. has the philosophy that their schools should meet the needs of the community in which they are located and the students they serve.

DANN's model aligns with the SPSCA's mission because Arts Integration aligned to rigorous core curriculum is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model for elementary and middle school education, DANN's Arts Integration framework will help to alleviate the school performance decline that the Greater Truckee Meadows area is currently experiencing.

8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced.

Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

#### DANN's Restorative Action Plan includes:

- Coaching students to understand the consequences of their actions and the effects those actions had on others.
- Helping young people to gain and demonstrate empathy to the person harmed.
- Providing space and assistance in restoring relationships and minimizing future harm.
- Working as a team to support addressing underlying issues associated with the behavior.

Additionally, DANN students are only subject to suspensions (in-school / out-of-school) and expulsions if a plan of action based upon restorative justice fails. Under those circumstances, students with disabilities are subject to the same standards unless it is determined by the Administrative and Special Education teams that their behavior is a manifestation of their disability. If the behavior is a manifestation of the student's disability, the school will work with the student and their parents/legal guardian(s) to develop a behavior plan that coincides with the student's IEP or 504 Plan. DANN follows the state code outlined in NRS 392.466 in regards to behaviors that would result in expulsion for all students.

9. Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

The Doral Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning. DANN has adopted curriculum through a research-based and equity lens and supports all staff in professional learning aimed at the goal of ensuring high expectations for all students. DANN utilizes a highly collaborative team approach to provide supports and interventions to any student who struggles academically, socially, emotionally, or behaviorally.

DANN opened in the Fall of 2017 to an educationally disadvantaged student population at a nearby church and then moved into a new campus building in Fall 2018. The school began with 169 students and, due to its success, enrollment has grown to over 900 students in just five (5) years. DANN previously adopted a 2X weighted lottery in 2020 in order to provide additional opportunities for the enrollment of disadvantaged and underserved free or reduced-price lunch eligible students. The following enrollment and demographic information for DANN is based on the latest data from the State Public Charter School Authority's School Year 2021-22 Student Enrollment report dated December 3, 2021.

Table 2. DANN Enrollment Demographic by Ethnicity

American Indian or Alaska Native	Asian	Hispanic or Latino*	Black or African- American	White	Native Hawaiian or Other Pacific Islander	Two or More Races
0.1%	4.8%	14.9%	0.3%	71.0%	0.1%	8.6%

Table 3. DANN Enrollment Demographic by Special Population

IEP / SPED	FRL	ELL
10.8%	6.4%	*

<sup>\*</sup> In order to protect student privacy, rates associated with populations of less than ten (10) students are displayed with an asterisk (\*).

As it is anticipated that the majority of students at the proposed new campus will come from the neighborhoods nearest to the new school campus, DANN used data for schools in the 89502 and 89431 ZIP codes in order to estimate the demographic and special population percentages for the new campus.

Generally, based on information obtained from Washoe County School District's digital <u>School Directory</u>, DANN has identified sixteen (16) traditional public **elementary** schools [eight (8) elementary schools in each of the two targeted ZIP codes] with a total of 5,901 students and four (4) traditional public **middle** schools [two (2) middle schools in each of the two targeted ZIP codes] with a total of 3,127 students based on information in the Demographic Profile for the 2020-2021 school year for each of these schools on the <u>Nevada Accountability Portal</u> maintained by the Nevada Department of Education.

Table 4. Analysis of Washoe County ZIP Codes with 1- or 2-Star Schools

89431	Total Enrollment	Total # Schools	# 1- or 2-Star Schools	1- or 2-Star School Enrollment	% 1- or 2-Star Schools
Elementary <sup>3</sup>	2,754	8	5	1,713	62.2%
Middle <sup>4</sup>	1,400	2	2	1,400	100%
89502	Total Enrollment	Total # Schools	# 1- or 2-Star Schools	1- or 2-Star School Enrollment	% 1- or 2-Star Schools
Elementary <sup>5</sup>	3,147	8	4	1,784	56.69%
Middle <sup>6</sup>	1,727	2	1	750	43.43%

In other words, 3,497 students representing 59.26% of the students in the 89502 and 89431 ZIP codes are enrolled in 1-or 2-star **elementary** schools while 2,150 students representing 68.76% of the students in the 89502 and 89431 ZIP codes are enrolled in 1- or 2-star **middle** schools. Overall, this means that 5,647 students representing 62.5% of the elementary and middle school students in the 89502 and 89431 target ZIP codes are enrolled in 1- or 2-star schools.

Moreover, based upon the "Comparison District FRL Rate" for the Washoe County School District identified in the SPCSA's recent FRL Data 2020-21 and 2021-2022 School Years dated April 15, 2022, DANN expects that *at least* 1,588 students representing 45.4% of the students enrolled in 1- or 2-star **elementary** schools in the 89502 and 89431 target ZIP codes and 976 students representing 45.4% of the students enrolled in 1- or 2-star **middle** schools in the 89502 and 89431 target ZIP codes are eligible for free or reduced-price lunch. Overall, this means that 2,564 students representing 45.4% of the elementary and middle school students enrolled in 1- or 2-star schools in the 89502 and 89431 target ZIP codes are eligible for free or reduced-price lunch.

Based on DANN's ongoing and continuing marketing efforts based on this demographic data related to free or reduced-price lunch-eligible students enrolled in 1- or 2-star schools in the 89502 and 89431 target ZIP codes, in conjunction with DANN's weighted lottery, DANN is confident that its new campus will advance the SPCSA's goal of charter schools intentionally enrolling and serving the interests of such disadvantaged and underserved students. DANN is also confident that its perennial success in its existing schools receiving distinguished 4-and 5-star rankings, along with its plans to partner with local community resources, likewise demonstrate its capacity to support these historically underperforming student groups to achieve academic performance at or above the state averages.

DANN's proposed campus expansion would serve a diverse area of the Reno/Sparks area. Again, the following enrollment percentages are based on information in the Demographic Profile for the 2020-2021 school year from the Nevada Accountability Portal for each of these 1- and 2- star schools in the target ZIP codes of 89502 and 89431.

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The eight (8) elementary schools, with their latest star rankings, in the 89431 ZIP code include: Drake (4-star), Greenbrae (2-star), Juniper (3-star), Kate Smith (2-star), Lincoln Park (2-star), Maxwell (4-star), Mitchell (2-star), and Risley (2-star).

The two (2) middle schools, with their latest star rankings, in the 89431 ZIP code include: **Dilworth STEM (2-star)** and **Sparks (2-star)**.

The eight (8) elementary schools, with their latest star rankings, in the 89502 ZIP code include: **Booth (1-star)**, Corbett (4-star), Dodson (3-star), Donner Springs (4-star), Hidden Valley (3-star), **Loder (2-star)**, **Smithridge STEM (2-star)**, and **Veterans Memorial STEM (2-star)**.

The two (2) middle schools, with their latest star rankings, in the 89502 ZIP code include: Pine Magnet (3-star) and **Vaughn (2-star)**.

Table 5. Demographics of 1- and 2-Star Schools in Target ZIP Codes

American Indian or Alaska Native	Asian	Hispanic or Latino	Black or African- American	White	Native Hawaiian or Other Pacific Islander	Two or More Races
1%	3%	70%	4%	16%	3%	4%

In addition, the school has focused its marketing efforts on these areas, holding in person and virtual events, sending out bilingual fliers to all households with children and meeting in person with over three dozen businesses, community organizations, and apartment complex managers.

Table 6. Student Populations

Name	ZIP Code	IEP %	ELL %	FRL Eligible %
State of Nevada <sup>4</sup>	n/a	12.1	13.7	77.7
Washoe County	n/a	12.59	15.2	<b>45.4</b> <sup>7</sup>
Greenbrae Elementary	89431	16.01	37.16	100*
Kate Smith Elementary	89431	8.0	49.78	100*
Lincoln Park Elementary	89431	17.44	31.79	100*
Mitchell Elementary	89431	12.97	27.38	100*
Risley Elementary	89431	12.62	40.95	100*
Booth Elementary	89502	24.86	18.65	100*
Loder Elementary	89502	12.84	50.46	100*
Smithridge STEM Elementary	89502	15.51	45.63	100*
Veterans Memorial STEM Elementary	89502	16.88	42.36	100*
Dilworth STEM Middle	89431	20.36	15.65	100*
Sparks Middle	89431	14.29	26.68	100*
Vaughn Middle	89502	13.33	25.47	100*
DANN Meadows Estimated Enrollment	89502	15.43	34.33	<b>45.4</b> <sup>9</sup>

<sup>\* 100%</sup> FRL eligibility is based on Community Eligibility Provision (CEP) which permits school districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). Since every child at a CEP school has access to a free meal, for the purposes of annual student enrollment counts, schools that participate in CEP are counted as 100% free and reduced-price lunch (FRL) and reported by the Nevada Department of Education as >95% FRL.

#### 10. The values, approach, and leadership accomplishments of your school or network leader and leadership team.

Doral's Arts Integration model has been proven to produce meaningful gains for educationally disadvantaged subgroups. Specifically, two Florida high schools following this model are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and 148 nationwide with a 51% FRL and 91% minority population). Although these are secondary education metrics, they are significant and relevant examples of how minority and at-risk populations thrive in the Doral environment. In addition, DANN's particular focus on integrity of implementation of high-quality curriculum from high-quality teachers is research-based.

For this benchmark, DANN is relying upon the "Comparison District FRL Rate" for the Washoe County School District identified in the SPCSA's recent FRL Data 2020-21 and 2021-2022 School Years dated April 15, 2022.

Additionally, DANN recently received a 5-star rating for the 2018-2019 school year for both the Elementary and Middle Schools under the Nevada State Performance Framework, achieving Total Index Scores of 97.7 and 82.1 respectively. The DANN Elementary School improved upon the 5-star rated index score of 87.86 received in the 2017-2018 school year, and was the #3 rated Elementary school in the entire state of Nevada for the past school year. Importantly, DANN received scores of 20/20 (Elementary) and 19/20 (Middle) in Closing Opportunity Gaps, ensuring that students who were non-proficient in the previous year are meeting their growth targets. DANN's model aligns with the SPSCA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices.

Angela Orr joined DANN on April 22, 2019 and her leadership had an immediate impact. Principal Orr's leadership focuses on collaboration between all stakeholders as well as developing the staff through coaching, mentoring, and hands-on professional development. Prior to joining DANN, Principal Orr served as the Director of Curriculum & Instruction: K-12 Social Studies for Washoe County School District. She is also the Founding Board Member & Treasurer of Nevada Center for Civic Engagement, the Founding Board Member, Treasurer & Instructional Specialist with Learning Forward Nevada, and was an Instructional Specialist / Project Director, Nevada Teaching American History Project. Principal Orr has received many honors and awards, including an appointment to the National Social Studies Supervisors Association Board, the NNCSS Leadership in Education Award, the WEA Most Influential Educator Award, the Nevada Social Studies Teacher of the Year Award, and the International Reading Association Celebrate Literacy Award.

#### 11. Key supporters, partners, or resources that will contribute to your expanded school's success.

DANN's affiliation with Doral, Inc. in Florida has been a key partnership in the success of the curriculum development plan. Doral, Inc. has successfully opened and implemented this curriculum model and best practices at their schools in both Florida and Nevada.

DANN has also established important partnerships with the following organizations and businesses:

- Kennedy Center of Performing Arts, an entity that provides professional development for schools on implementing Arts Integration across the curriculum.
- Doral Academy of Nevada (Las Vegas) Network, as a replicated model school, DANN will also benefit from the support of the Doral Academies of Las Vegas.

DANN's current campus has established a robust and meaningful list of important community partnerships which will immediately benefit the new campus upon approval. The Governing Board and administration are committed to ensuring equality of opportunity for all DANN students to experience an education enriched by the resources our community partners provide to the schools, regardless of their campus or zip code. For instance, the following community partnerships have been vital for DANN's students and families (\* are new community partnerships in the ZIP code of DANN Meadows):

Avian Films
Boys and Girls Club of Truckee Meadows
Bricks-4-Kidz
Calvary Chapel Church\*
Carneceria Tres Amigos\*
Charter School Association of Nevada
Chase Global Services
Colliers\*
Dermody Properties
Fidelity Investments
First Lego League
First Inspires
Girl Scouts of Sierra Nevada
Girls on the Run
Grassroots Books\*

One World Learning Center\*
Pacific Mist Music
Prominence Healthcare
Raley's
Reno Dojo
Reno Philharmonic
Road and Highway Builders
Sierra Arts Foundation
Sierra Meat and Seafood
Sierra Nevada Ballet
Sierra Nevada Basketball
Sierra Nevada Journeys
Sierra School of Performing Arts
Sierra Nevada Meats\*

Henrikson Butler
Home Depot
LeisureQuip\*
Little Stars Dancers
Moana Nursery
Microsoft Corp.
Nevada Museum of Art

Simple Power Solar\*
Spruce LLC
Tesla Corporation
United Construction
University of Nevada, Reno School of the Arts
Western Nevada Supply
Wood Rogers\*

There will be an alignment between the campuses to ensure defining experiences and opportunities for students are uniform. Existing community partnerships will be critical in providing these experiences for all DANN students, such as: 5th grade overnight camp experience at Sierra Nevada Journeys, field trips to University of Nevada, Reno, Reno Philharmonic and Tesla, afterschool enrichment courses and school clubs provided by Pacific Mist Music, Little Star Dancers, Bricks-4-Kidz, First Lego League, Girls on the Run and Girl Scouts of Sierra Nevada.

The DANN team has also done extensive outreach to create meaningful partnerships with organizations located in the target zip code, as well as key community-wide partners who will enable the school to better serve a diverse population. These partners include:

- The Boys & Girls Club of the Truckee Meadows (BGCTM) has been a key partnership with the existing DANN campus and will continue to partner with the school at the DANN Meadows location. BGCTM is an approved vendor for the National School Lunch Program and will enable the school to provide a free and reduced-priced lunch program at the new location.
- Sierra Nevada Ballet has been a key community partner since the inception of DANN. As an arts-integration school, DANN relies on community partners such as Sierra Nevada Ballet to provide an enriched academic experience and exposure to a variety of art modalities. Sierra Nevada Ballet has committed to partnering with DANN Meadows to provide experienced ballet teachers for school programs and working together to expose DANN Meadows students to ballet programming in the community.
- The Nevada Center for Civic Engagement is a 501(c)(3) non-profit focused on promoting civic engagement and democratic principles. The Nevada Center for Civic Engagement has committed to partnering with the DANN Meadows campus to facilitate the We the People Program, National History Day, and Law Day programming. In addition, they have committed to training DANN Meadows teachers in the Project Citizen program, an inquiry-based curriculum.
- Wood Rodgers is an engineering firm that the DANN Meadows team has partnered with to help enhance the student STEAM experience. The company has committed to providing funds to the new school for STEAM programming and providing speakers for school events to ensure students are exposed to a variety of career options.
- Calvary Chapel Reno Sparks is a church community located near the proposed location. Calvary Chapel has
  agreed to partner with the school to provide materials to their congregation and would provide an alternative
  location for community events for DANN Meadows.
- One World Children's Academy is a daycare and preschool located within a block of the proposed DANN
  Meadows campus. One World is committed to partner with the new location by providing information about
  the school and enrollment to their families and community members.
- Reno Ice is an Olympic quality and NHL regulation ice skating rink offering a variety of programs including public skating sessions, learn to skate programs, and adaptive ice sports. Reno Ice is committed to ensuring all kids have an opportunity to experience ice skating and will partner with the new DANN campus to provide field trip opportunities and learn to skate programs.
- *Grassroots Bookstore* is a locally owned, community bookstore on Grove Street that has been in business with strong ties to the community, and support literacy and a love of reading pledges outdoor/off-site Book

Fair fundraisers with extremely discounted books, first-year case and pallet sales with the school to build up a Hallway Library, and BookBucks certificates for students.

In addition to substantial community outreach in the target zip code and greater community, the DANN team has worked hard to cultivate partnerships with elected officials and they have expressed excitement and support to help the new DANN Meadows campus become a reality. These officials include:

- Devon Reese, Reno City Council
- Alexis Hill, Washoe County Commissioner

Please refer to letters of support as *Attachment 2 – Community Letters of Support*.

# **NOTES**

- 1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
- 2. Indicate "No change" for any below requested response that has not changed from your charter school contract.
- 3. Indicate "N/A" for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond "N/A" to any Specific Requirements RFA section for which they are not applying.
- 4. If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:
  - a. Letter from the Board chair requesting Good Cause Exemption;
  - b. Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and
  - c. The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.
- 5. To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( 🗸 ) left of that heading.

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# **B) MEETING THE NEED**

#### **TARGETED PLAN**

(1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.

DANN's target community is the central Reno/Sparks, Nevada area. Please see Figure 1 below.



Figure 1: Map of Targeted Area

A permanent facility site has been identified at 1315 Financial Boulevard, Reno, NV 89502. As a public charter school, DANN's proposed new campus will be open to all students residing within the state of Nevada, but it is anticipated that the school will primarily serve students and families residing in the 89502 and 89431 ZIP codes.

Both of these target ZIP Codes were identified in the SPCSA's 2022 Academic and Demographic Needs Assessment as areas of academic need. One example of this academic need is that both ZIP codes include geographic areas where a significant percentage of students are enrolled in either 1- or 2-star schools. A second example of this academic need is that both ZIP codes (along with nine additional ZIP codes in Washoe County) include a significant percentage of elementary and middle school students who are eligible for free or reduced-price lunch.

For example, as demonstrated in **Table 7** below, based on information obtained from Washoe County School District's digital <u>School Directory</u>, DANN has identified sixteen (16) traditional public **elementary** schools [*eight (8) elementary schools in each of the two targeted ZIP codes*] with a total of 5,901 students and four (4) traditional public **middle** schools [*two (2) middle schools in each of the two targeted ZIP codes*] with a total of 3,127 students.<sup>8</sup>

Tuble 7. Analysis of 211 Co	uble 7. Analysis of 211 codes with 1 of 2 star schools							
89431	Total Enrollment	Total # Schools	# 1- or 2-Star Schools	1- or 2-Star School Enrollment	% 1- or 2-Star Schools			
Elementary <sup>9</sup>	2,754	8	5	1,713	62.2%			
Middle <sup>10</sup>	1,400	2	2	1,400	100%			
89502	Total Enrollment	Total # Schools	# 1- or 2-Star Schools	1- or 2-Star School Enrollment	% 1- or 2-Star Schools			
Elementary <sup>11</sup>	3,147	8	4	1,784	56.69%			
Middle <sup>12</sup>	1,727	2	1	750	43.43%			

Table 7. Analysis of ZIP Codes with 1- or 2-Star Schools

In other words, 3,497 students representing 59.26% of the students in the 89502 and 89431 ZIP codes are enrolled in 1-or 2-star **elementary** schools while 2,150 students representing 68.76% of the students in the 89502 and 89431 ZIP

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These enrollment numbers are based on information in the Demographic Profile for the 2020-2021 school year for each of these schools on the <u>Nevada Accountability Portal</u> maintained by the Nevada Department of Education.

The eight (8) elementary schools, with their latest star rankings, in the 89431 ZIP code include: Drake (4-star), Greenbrae (2-star), Juniper (3-star), Kate Smith (2-star), Lincoln Park (2-star), Maxwell (4-star), Mitchell (2-star), and Risley (2-star).

The two (2) middle schools, with their latest star rankings, in the 89431 ZIP code include: **Dilworth STEM (2-star)** and **Sparks (2-star)**.

The eight (8) elementary schools, with their latest star rankings, in the 89502 ZIP code include: **Booth (1-star)**, Corbett (4-star), Dodson (3-star), Donner Springs (4-star), Hidden Valley (3-star), **Loder (2-star)**, **Smithridge STEM (2-star)**, and **Veterans Memorial STEM (2-star)**.

The two (2) middle schools, with their latest star rankings, in the 89502 ZIP code include: Pine Magnet (3-star) and **Vaughn (2-star)**.

codes are enrolled in 1- or 2-star **middle** schools. Overall, this means that 5,647 students representing 62.5% of the elementary and middle school students in the 89502 and 89431 ZIP codes are enrolled in 1- or 2-star schools.

Moreover, based upon the "Comparison District FRL Rate" for the Washoe County School District identified in the SPCSA's recent FRL Data 2020-21 and 2021-2022 School Years dated April 15, 2022, DANN expects that *at least* 1,588 students representing 45.4% of the students enrolled in 1- or 2-star **elementary** schools in the 89502 and 89431 ZIP codes and 976 students representing 45.4% of the students enrolled in 1- or 2-star **middle** schools in the 89502 and 89431 ZIP codes are eligible for free or reduced-price lunch. Overall, this means that 2,564 students representing 45.4% of the elementary and middle school students enrolled in 1- or 2-star schools in the 89502 and 89431 ZIP codes are eligible for free or reduced-price lunch.

DANN is requesting to establish an additional campus in order to meet the local community's demand for a better school that can provide the type of quality educational option that parents of disadvantaged and underserved students enrolled in 1- or 2-star schools who are eligible for free or reduced-price lunch are seeking. DANN's rationale for the proposed growth plan is to serve the substantial demand for high quality arts-integration education in Northern Nevada and continue to diversify the student population at DANN.

The DANN team has worked continuously to conduct targeted marketing and outreach in the target zip codes of 89502 and 89431. The team has used a number of outreach strategies, including in-person, online, social media, direct mail and community partnerships. All outreach has been focused on recruiting and serving more FRL and ELL students, with all materials provided in both English and Spanish and concentrated in low-income neighborhoods and with businesses/organizations serving a majority low-income population. In addition, the DANN team has continued to engage with the target community in the following ways:

• *Virtual Family Information Night* - The DANN leadership team held a Zoom Info Session with Spanish translation available on December 13, 2021. The graphic below shows the information that was shared over social media about the session. Approximately twenty-five (25) families participated in the session, and feedback was positive. Questions included families asking about the lottery process, whether there would be a NSLP program, and options for before and after school programs



Figure 2: Virtual Family Information Night

• *In-Person Community Outreach* - DANN wanted to make in-person connections with business owners, community organizations, and apartment complex managers to ensure more families in the 89502 zip code are aware of DANN and obtain their feedback about a new school in their neighborhood. During the week of December 13, 2021, DANN representatives spoke with representatives at thirty-eight (38) local businesses and organizations and provided them with bilingual materials to share with their clients. The DANN team targeted a diverse group of organizations, including temporary employment agencies, preschools, churches, restaurants, apartment complexes, grocery stores, salons, and healthcare clinics. All of these organizations are located in the target zip code of 89502.

American Iron Gym & Barbell Club Arthur Murray Dance Studio Bistro Habanero Moana Apartments Mountain Mike's Pizza MS-IL Staffing Agency Bobby Page's Dry Cleaners
Boys & Girls Club - Neil Road Clubhouse
Calvary Chapel Fellowship
Circle of Friends Childcare and Learning Center
City of Reno - Neil Road Recreation Center
Community Health Alliance
Cost Cutters
Creekside Apartments (Mira Loma)

Dollar Loan Center

Eric Delgadillo's State Farm Insurance Agency Express Employment Temp Agency

**Grassroots Bookstore** 

Gymboree Play & Music Huc's Early Learning Center Head Start Pre-K Kimmie Candy Company

LaBelle Nail Lounge

Labor Works Industrial Staffing Specialists

One World Children's Academy Childcare Center
Paycheck Advance
Port of Subs
Raley's

Rosewood Park Apartments (Mira Loma) Sierra Meat and Seafood Small Smiles Dentistry Sprinkle Donuts

State of Nevada Department of Employment, Training and Rehabilitation - Vocational Rehabilitation Center Teal Salon

The Children's Cabinet Family Resource Center The Meadows Apartment Complexes (Neil & Peckham Roads)

The UPS Store Tina Nails

Todd's Body Shop Physical Therapy and Rehab Truckee Meadows Community College - William N. Pennington Applied Technology Center Women and Children Center of the Sierras

• *Direct Mail – Bilingual Postcards* - The DANN team realized that in-person and virtual events may create barriers for some families who are unable to attend due to working long hours. In order to reach a broad group of families in the target area, DANN sent out approximately 5,000 bilingual postcards to all households with children ages 4-13 in the target ZIP codes of 89502 and 89431. These postcards were delivered to households during the week of December 6, 2021:



Figure 3: Direct Mail Bilingual Postcard #1



Figure 4: Direct Mail Bilingual Postcard #2

From communications with current and waitlist families, many of the families from the target ZIP codes would prefer to attend the new school as it is more convenient for them. In order to understand the desire from current families in the

target ZIP codes to move to the new campus if available, DANN surveyed current families in the target ZIP codes about their desire to attend a new Doral Academy in the 89502 ZIP code. There were fifty-one (51) families with a total of eighty-one (81) current students who responded to the survey, with 97.5% indicating they would send their students to the new DANN campus. This confirmed the expectation that the overwhelming majority of DANN families and waitlist families from the target zip codes would prefer to attend the new school as it is more convenient for them.

• School Choice Fair – January 29, 2022 - DANN attended the Reno School Choice Fair to talk with families and community partners about the new DANN Meadows location. At the event, 23 families with 31 students joined the interest list, with 7 from the target zip codes. Interestingly, there were an additional 15 students signed up from the 89506 zip code, which is another zip code designated as an area of high academic need by the SPCSA.

#### • Parent Focus Groups

- Outreach at Soccer and Others Events Staff and administration continue to put feet on the ground in the 89502 and 89431 community. For instance, from April 4<sup>th</sup> through April 9<sup>th</sup> after 4:30 p.m., grassroots level marketing as done by knocking on doors in the 89502 and 89431 neighborhoods.
- *Preschool Info Night* Shared with families and walk the block. The nearby One World Children's Academy shared the expansion info with all clients, walked the blocks around the site, and talked with business owners as well.
- *Movie Night* In the 89502 area as well as walking the five multifamily complexes outside the movie theater (in the zone known as Reno Experience District) and talking with parents.
- *May to August 2022* DANN Administration will maintain an informational booth at the Reno Outdoor Marketplace in the 89502 ZIP code.
- *Grand Sierra Resort* DANN Administration has formed a partnership with the Grand Sierra Resort (located 3 miles from the new campus) to provide its employees with marketing information about our new campus.

DANN will continue to apply a weighted lottery giving additional preference to disadvantaged and underserved students who qualify for free or reduced-price lunch. The DANN team believes that through implementing a weighted lottery from inception of the new campus, the new school will be able to both advance the interests of the SPCSA's Needs Assessment for disadvantaged and underserved students.

According to the District Snapshot for the Washoe County School District included in the <u>2022 Academic and Demographic Needs Assessment</u>, there are thirty-nine (39) schools rated as 1- or 2-stars across eleven (11) ZIP codes that serve about 17,481 students, or 27.0% of students in the Washoe County School District.

	and 6. Washed county school district shapshot of 211 coucs with 1 and 2 star schools								
	Washoe County Zip Codes with 1- and 2-Star Schools								
Zip Code	October 1 2021 Enrollment	Total # Schools	# 1- or 2- Star Schools	1- or 2-Star School Enrollment	% Enrolled in 1- or 2-Star Schools	# 1- or 2- Star Elem. Schools	# 1- or 2- Star Middle Schools	# 1- or 2- Star High Schools	
89431	5,271	11	8	4,262	80.8	5	2	1	
89433	2,780	5	3	1,329	47.8	3	0	0	
89434	4,498	6	1	464	10.3	1	0	0	
89442	103	1	1	103	100.0	1	0	0	
89502	8,412	21	8	2,853	33.9	6	1	1	
89503	2,125	6	2	406	19.1	1	0	1	
89506	6,771	10	5	3,539	52.2	4	1	0	
89508	1,385	3	1	282	20.3	1	0	0	
89509	4,431	11	2	485	10.9	1	0	1	
89511	4,369	11	2	35	0.8	1	1	0	
89512	5,265	11	6	3,723	70.7	4	1	1	

During the course of numerous community outreach events, families residing in ten (10) of these eleven (11) ZIP codes with underperforming schools in the Washoe County School District expressed interest in their students attending DANN's new school campus.<sup>13</sup> A total of 1,052 students in 680 households expressed interest in DANN's new school campus during these various community events. Of that total, 576 students (54.75%) reside in ten (10) of the eleven (11) ZIP codes in the Washoe County School District with schools rated as 1- or 2-stars. **Figure 5** below identifies the percentage of students expressing an interest in DANN's new campus from each of those ten (10) ZIP codes.

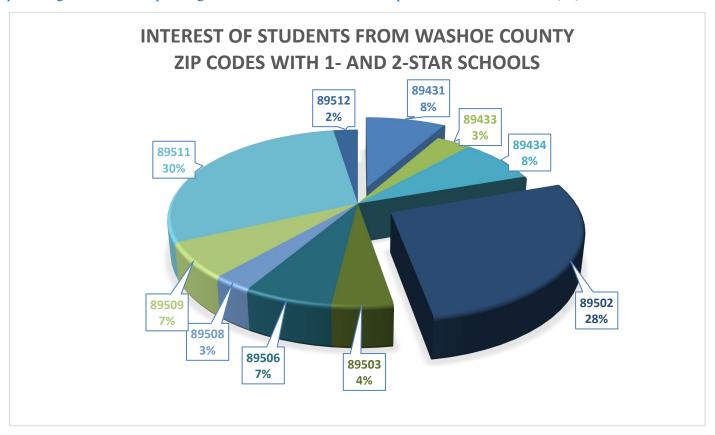


Figure 5. Interest of Students from ZIP Codes with 1- and 2-Star Schools

Finally, of these 576 students, 207 or 35.9% reside in the Washoe County target zip codes of 89502 and 89431 with schools rated as 1- or 2-stars.

(2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

As stated above, DANN intends to serve students and families residing in ZIP codes designated as areas of need per the SPCSA's 2022 Academic and Demographic Needs Assessment.

Reno/Sparks continues to be one of the fastest-growing areas in the State of Nevada and has experienced significant overcrowding in schools. In this area, elementary schools have struggled with double digit achievement gaps for Hispanic population subgroups, and middle schools have experienced significant decreases in academic performance – particularly for students with Individualized Education Plans (IEPs), English Language Learners (ELLs), and students qualified for free and reduced-price lunch. See **Figure 6** below:

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The only one of these ZIP codes that lacked families expressing an interest in DANN's new campus was 89442. However, according to the District Snapshot, the total enrollment in schools located in 89442 is only 103 students.

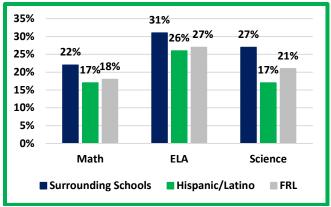


Figure 6: 2020-21 SBAC/NV-CRT Results for Surrounding Schools

As mentioned earlier, the following secondary performance metrics are significant and relevant examples of how minority and at-risk populations can thrive in the Doral Arts Integration model. Specifically, two Florida high schools following this model are ranked as some of the best high schools in the nation by US News and World report: Doral Academy Charter High School (ranked #22 out of 911 Florida high schools and #351 nationwide with a 53% FRL and 94% minority population) and Doral Performing Arts and Entertainment Academy (ranked #13 out of 911 Florida high schools and #148 nationwide with a 51% FRL and 91% minority population).

Additionally, DANN recently received a 5-star rating for the 2018-2019 school year for both the Elementary and Middle Schools under the Nevada State Performance Framework, achieving Total Index Scores of 97.7 and 82.1, respectively. DANN's elementary school improved upon the 5-star rated index score of 87.86 received in the 2017-2018 school year, and was the #3 rated elementary school in the entire State of Nevada for the past school year. Importantly, DANN received scores of 20/20 (Elementary) and 19/20 (Middle) in Closing Opportunity Gaps, ensuring that students who were non-proficient in the previous year are meeting their growth targets. DANN's model aligns with the SPSCA's mission because Arts Integration is proven to prepare students for college and career success and is based on a model for best practices. By providing an engaging, proven model for secondary education, DANN's Art Integration framework will help to alleviate the middle school performance drop-off schools in Central Reno are currently experiencing.

Based on DANN's ongoing and continuing marketing efforts based on this demographic data related to free or reduced-price lunch-eligible students enrolled in 1- or 2-star schools in the 89502 and 89431 target ZIP codes, in conjunction with DANN's weighted lottery, DANN is confident that its new campus will advance the SPCSA's goal of charter schools intentionally enrolling and serving the interests of such disadvantaged and underserved students. DANN is also confident that its perennial success in its existing schools receiving distinguished 4-and 5-star rankings, along with its plans to partner with local community resources, likewise demonstrate its capacity to support these historically underperforming student groups to achieve academic performance at or above the state averages.

#### **GROWTH RATE AND RATIONALE**

(1) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

#### Examples may include:

a. Inability to secure facilities/facilities financing;

DANN's educational management organization, Academica Nevada (Academica), has extensive experience in helping secure facility locations for more than twenty-five (25) charter schools across the State of Nevada. In alignment with the DANN Governing Board's intent to open a site in the southeastern Sparks area, Academica has secured a facility site located 1315 Financial Boulevard, Reno, NV 89502, pending approval from the SPCSA. Furthermore, Academica will

continue seeking additional sites that could accommodate this campus as a contingency plan if the previous location suddenly became unattainable. DANN will also consider other financing solutions to give our school the best financial outcome possible.

#### b. Difficulty raising philanthropic funding;

DANN does not rely on philanthropic funding for the operation of our schools; therefore, difficulties in raising donor funds do not pose a risk to the request expansion. Additionally, DANN does engage in strategic fundraisers designed to provide additional resources to its students beyond what is allocated in its budgets.

# c. Insufficient talent pipeline / difficulty recruiting faculty;

DANN understands the importance of high-quality Professional Development (PD) for its teachers and leaders, both in the start-up phase and in future years. Principal Orr and her leadership team will provide training in curriculum, blended learning, content mastery, standards, classroom management, and leadership development. DANN will further support the professional development needs of all staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site training. Staff members will participate in school-initiated and other relevant and necessary workshops for PD. A member of the administrative team (principal, AP, curriculum coach, ELL Coordinator) will oversee, coordinate, assist, and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainers to the remainder of the staff upon return to DANN. All DANN faculty will receive one to two weeks (minimum) of on-site professional development prior to the inaugural school year.

Additionally, DANN will continue to expand on the following activities:

- Recruit faculty at local, regional, and national teacher recruitment fairs. DANN attends local teacher fairs two times a year.
- Expand DANN's relationships with educational departments at local colleges and universities to ensure graduating students are aware of opportunities at DANN.
- Using teachers-teachers.com as a resource to recruit teaching staff online.
- Advertisements in local newspapers, on the school's website, presentations, and fliers at local universities, school job fairs, and via word of mouth.

Fortunately for DANN, there is no shortage of teachers throughout the greater northern Nevada area that express interest in teaching on our campuses. Because of this, recruitment is not problematic, and we plan to advertise throughout our area, through the University of Nevada Reno ELAD program, and in national job boards and fairs. Novice and experienced teachers in the area apply for positions and bring with them a wide range of experience. As a point of reference, one-third of the elementary teachers at the current DANN Mt. Rose campus have endorsements in TESOL or ELAD. The elementary education programs at UNR and other local universities require a dual focus on either Special Education or English Learners, and so there are a plethora of graduates from these programs over the last twelve years who leave school with this certification. In addition, Washoe County School District (WCSD) (the district from which we tend to recruit experienced teachers) provides a robust and extensive training program in GLAD through a large District English Language Department with many professional learning specialists. Teachers at most Title 1 schools have received mandatory training over the past five years in the areas of language acquisition. We also hope to hire as many multi-lingual teachers as possible on the new campus.

Teacher retention will be a focus and responsibility of both the Board and the School Administrators. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will also be offered to our teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision-making with the school principal. All faculty and staff members employed by DANN will possess the personal characteristics, knowledge base of, and belief in, the educational model and curriculum design of Doral Academy, as well as an ability and motivation to work as part of a team with parental involvement. DANN will look for personnel who bring with them a sense of enthusiasm and commitment, as well as a strong belief in, and understanding of, the charter school concept.

d. Insufficient leadership pipeline / difficulty recruiting school leaders;

Using similar means to those described in the previous question, DANN will recruit both within and outside their system to provide quality leaders for our new campus. Doral Academy of Northern Nevada appointed Angela Orr as Principal of their current campus and she will support school administration and operations for the requested expansion campus. Principal Orr will work with other DANN administration personnel to make sure that the Assistant Principals, Lead Teachers, and teachers are being prepared to take leadership roles within the Doral Academy of Northern Nevada system. DANN will also utilize the Doral Leadership Institute<sup>14</sup> as an additional resource in identifying quality school leaders.

e. Misalignment between the founding school and leader and new campuses and leaders, and;

DANN's Board will guide all principals and school leaders to ensure that the new campus stays true to DANN's vision and mission. Furthermore, the Board will conduct annual performance reviews of both campuses. From these reviews, the Board will monitor the progress being made at each campus and hold the school leaders and principals accountable for ensuring their respective campuses are meeting DANN's mission and vision.

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

If approved, DANN's requested campus expansion brings on the obvious challenge of serving additional students who need additional attention, which could in turn affect DANN's overall State Reported Star Rating. However, DANN has proven its ability to maintain high standards, high proficiency, and high growth as it has experienced increased enrollment in the past and was able to increase its 5-star index score rating from 87.86 to 97.7 during that time. Having opened with only grades K-4 in 2017, the school now serves grades K-8 and has achieved a 5-star rating for its elementary grades and a 5-star rating for its middle school grades.

Since the appointment of Principal Orr, DANN has gone to great lengths to put the school on a path toward continuing operational, financial, and academic success. Furthermore, DANN has implemented a curriculum that is designed to ensure academic growth for all students including those in general education, special education, and our educationally disadvantaged students. With these measures in place, DANN is confident that its students will continue year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.

Lastly, in order to ensure that all academic needs of all its students are met, the leadership of Principal Orr and her great administration and teaching staff, will continue to provide professional development and coaching to the newly expanded campus.

(2) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.

DANN has learned from previous experience that with tremendous growth, both the administration and staff have to be on the same page when it comes to student achievement. Since opening its doors in 2017, DANN's reputation as a high-quality, high performing school has increased demand and interest in the school. As enrollment has grown over the past couple of years, it became apparent quickly that the school would need to focus on the most effective and important tools such as being data driven with focus and attention given to each individual student. Doing so allowed the school to lead students toward high academic proficiency, as measured by the SBAC in both ELA and Math, as well as student growth as measured by the 2017-2018 and 2018-2019 Nevada School Ratings. With this requested expansion, DANN will ensure the continued success of its students by applying these lessons learned.

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The Doral Leadership Institute is a comprehensive leadership program designed to prepare educators to become instructional leaders.

#### PARENT AND COMMUNITY INVOLVEMENT

# (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.

DANN understands the vital importance of community input, engagement, and support. Parents have expressed their interest and demand to expand the enrollment of the school in discussions through the Parent Teacher Organization, various school committees, and through public board meetings.

Beginning in June 2021 DANN began engaging their target community via social media marketing campaigns to obtain critical feedback and input for the development of their newly proposed school. Through a Google survey distributed to families residing in the **89502** and **89431** ZIP Codes, DANN asked potential families of the new school a variety of questions. One such question, asked potential families to what extent they felt that their neighborhood had a sufficient number of school options for their children. Please see **Figure 7** below:

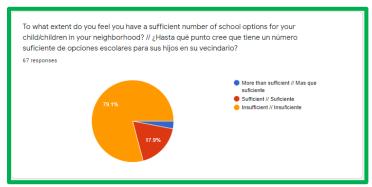


Figure 7: Community Survey Feedback - Educational Options

As demonstrated in **Figure 7**, 79% of the sixty-seven (67) respondents from DANN's targeted area said they felt there were "Insufficient" educational school options for their children. Following up to this question, these same families were also asked to identify components that they would like to see in a neighborhood school to best educate their child/children. See **Figure 8** below:

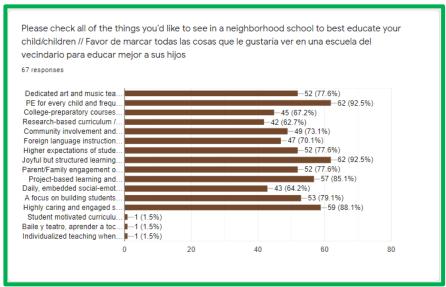


Figure 8: Community Survey Feedback - Components in New School

Ninety-three percent (93%) of respondents said they would like to see both "PE for every child & frequent movement" as well as a "Joyful but structured learning environment." DANN already incorporates physical education (PE) as part of their successful educational model. As the school expands to this new site, DANN will continue to implement effective PE courses for students and integrate artful movement as a means to engage in the entire arts-integration curriculum. Likewise, DANN will continue to provide a rigorous but enjoyable learning experience through hands-on learning and

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project-based learning. Students are guided to demonstrated efficacy in critical thinking and obtain confidence in decision-making and creative problem-solving.

Secondly, 88% of parents stated they wanted to see a "highly caring and engaged staff." A critical component of DANN's vision is leading students toward success with "kindness and compassion." With the expansion of this additional campus, DANN will continue to ensure that students are treated as such in fulfillment of the school's mission and in alignment with the desires of our future families.

Lastly, the third highest component selected was, "Project-based learning," at 85%. As an arts-integrated school, project-based learning goes hand-in-hand with the Doral educational model. It goes without saying that this will continue to be an integral part of the proposed campus if approved.

In addition, school staff and administration have been actively engaging with community members, parents, and elected officials to understand the needs of the community and share about the DANN educational model. The team held a meet and greet at the Boys & Girls Club in the target zip code of 89502 on June 21, 2021 and were able to engage with parents of over two dozen children attending a summer program. Other partner businesses, such as pre-schools, in the target ZIP code have been overwhelmingly excited about the possibility of a new DANN campus in the area. Elected officials such as Reno City Council member Devon Reese and Washoe County Commissioner Alexis Hill have provided letters of support for the benefits of having a new DANN campus in the central Reno/Sparks area.

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

Communication between teachers and parents has always been strong at DANN. However, DANN is aware that a large majority of their target population (e.g., single-parent families, low socio-economic households, second language families, etc.) can be considered a "harder to reach" community and thus requires a more robust engagement process than may be required of other charter schools.

In order to reach their families, DANN markets via multiple modes so that all families are informed of their educational options. DANN understands their target community and knows that it can require grassroots recruitment campaigns to ensure they are aware of the choice program and their eligibility to apply for enrollment.

The marketing campaign includes the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and door-to-door approaches.

DANN also posts flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents and legal guardians by using various means of information delivery. Promotional flyers and/or postcards are distributed via direct mail and/or through community groups and churches to ensure that families are aware of the school and their eligibility to apply for enrollment.

In addition, DANN's Board has been building relationships with community groups and organizations since before the school was formally approved. In partnership with these organizations, informational events at open forums, such as in community centers, parks, and libraries, are held to inform the public about DANN and its offerings. All of these methods are key to a successful recruitment of a broad range of students.

(3) **Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles).** Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Parental involvement is a fundamental aspect of DANN's mission and vision. DANN encourages parents to be active participants in their children's education through volunteer opportunities at the school. DANN will develop a multi-tiered communication plan that will best fit the needs of their school's community. This plan will include regularly scheduled communications through the following:

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- E-mail Newsletter: At least every month, parents receive a newsletter updating them on school events and highlights. For families that do not have access to e-mail, a paper copy of the e-mail may be sent home with the student.
- DANN's School Website: The School's website is a resource with a wealth of information for families. The website is designed to meet the needs of the DANN community and includes information on
  - o DANN's Mission, Vision, and History
  - o DANN's School Schedule and Calendars
  - o DANN's Curriculum
  - Frequently Asked Questions
  - o DANN's Governing Board Meetings: Public Notices, Agendas, and Minutes
    - DANN's Board Meetings are open public meetings that are held, on average, every other month.
    - Directory of Administration and Staff
    - Uniform Policy Information and Links for Purchasing
  - News and Announcements
- DANN Facebook Page
- DANN PTO Monthly Meetings
- Family Engagement Nights, including Early Literacy Workshops, Family Science Night with Sierra Nevada Journeys, Parenting Book Club Night, Cybersecurity Info Night, and Family Feedback Night.
- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an Attachment, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Since inception, DANN has continuously worked to develop additional strategic partnerships with community organizations. Currently DANN is working on a partnership with Switch to sponsor a Lego robotics program, is applying for a number of grants to enhance our educational programs, and is working with community artists to bring additional opportunities to DANN students.

Some of the fee-based enrichments (with discounts and fee waivers available for students in need) currently offered at the Mt. Rose DANN campus could be offered at the expansion school. These include the following:

- Private and group music lessons of piano, guitar, and violin through a partnership with Pacific Mist Music;
- Electronics Shop learning electronic theory working with low-voltage and solderless breadboards;
- Musical Hands-Pop Songs with Sign Language through a partnership with STEAM and ASL teacher;
- 3D Printing and Advanced 3D printing through a contract with a local provider to come to the school;
- Dragons on Skates on Skating and Skate to Ski, Challenge Island, Crochet for Beginners and seasonal Craft
  Workshops all through partnerships with existing teachers and parents to provide fee-based afterschool artsintegrated enrichments.

Additionally, the following community partnerships have been vital in DANN's inaugural school year and beyond (\* are new community partnerships in the ZIP code of DANN Meadows):

Avian Films Boys and Girls Club of Truckee Meadows Bricks-4-Kidz Calvary Chapel Church\* Carneceria Tres Amigos\* Charter School Association of Nevada Chase Global Services **Dermody Properties** Fidelity Investments First Lego League First Inspires Girl Scouts of Sierra Nevada Girls on the Run **Grassroots Books\*** Henrikson Butler Home Depot Little Stars Dancers Moana Nursery Microsoft Corp. Nevada Museum of Art

One World Learning Center\*

Pacific Mist Music Prominence Healthcare Raley's Reno Dojo Reno Philharmonic Road and Highway Builders Sierra Arts Foundation Sierra Nevada Ballet Sierra Nevada Basketball Sierra Nevada Meats\* Sierra Nevada Journeys Sierra School of Performing Arts Sierra Nevada Meats\* Simple Power Solar\* Spruce LLC **Tesla Corporation United Construction** University of Nevada, Reno School of the Arts Western Nevada Supply Wood Rogers\*

Please refer to *Attachment 2 – Community Support Letters* for further information.

(5) **Describe the school's ties to and/or knowledge of the target community**. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

DANN's Board is a diverse, highly qualified group of individuals from Northern Nevada who are dedicated to improving their target community.

Principal Orr, Assistant Principal Smith, and Dean Pippen have knowledge of this target community in the broader part of Central Reno / Southeast Sparks from their educational tenures with the Washoe County School District. Principal Orr was the Director of K-12 Social Studies Curriculum for Washoe County School District, covering the entire county, prior to becoming the principal. Assistant Principal Smith was an Assistant Principal at Mater Academy of Northern Nevada, a K-8 Title 1 Charter School in the ZIP code adjacent to the new DANN site. Dean Pippin was a Dean of Students at Galena High School until 2022, and worked over a decade at Wooster High School (in the same zip code as the new DANN site) as leadership program advisor, Athletic Director, and head tennis coach.

In addition to surveys of current families and families in the target community, school staff and administration have been actively engaging with community members, parents, and elected officials to understand the needs of the community and share about the DANN educational model. The team held a meet and greet at the Boys & Girls Club in the target ZIP code of 89502 on June 21, 2021 and were able to engage with parents of over two dozen children attending a summer program.

One partner, One World Learning Center, has hosted interest and open house meetings for us with their clientele at their building which is in the target ZIP code which has been overwhelmingly positive about the possibility of a new DANN campus in the area. Wood Rogers engineering firm is located around the corner from the new site, and has committed to support a STEM program for the expansion school. Grassroots Books has committed to hosting free book giveaways, helping the new site start a library, and ongoing palette sales and fundraisers. Carneceria Tres Amigos is also supportive and willing to partner with our new school for upcoming events.

Additionally, elected officials such as Reno City Council member Devon Reese and Washoe County Commissioner Alexis Hill have provided letters of support describing the benefits of having a new DANN campus in the central Reno/Sparks area.

(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

The Board has partnered with Doral, Inc. (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishment of DANN.

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# C) ACADEMIC PLAN

#### **MISSION & VISION**

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

**Mission**: Doral Academy of Northern Nevada (DANN) is dedicated to creating an enhanced and engaging whole-child educational experience. DANN will provide an academically rigorous learning environment with a strong emphasis on problem-based learning, arts-integration, and social and emotional development. A collaborative effort, with all students, parents, and staff, will be devoted to establishing, achieving, and celebrating individual goals to prepare every student for college, career, and civic life.

**Vision**: As a beacon of educational practice, DANN will foster student efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion.

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

The mission and vision of Doral Academy of Northern Nevada's expansion campus will not differ from the existing DANN campus, nor its charter holder. All Doral campuses are unified in purpose, mission, and vision to ensure consistency and coherence by modeling on their previously established and effective school model.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

Not applicable. The mission and vision of DANN's requested campus expansion will not differ from the existing DANN campus, nor its charter holder.

#### **CURRICULUM & INSTRUCTIONAL DESIGN**

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

- (1) Historical Performance
  - (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
    - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.
    - (ii) Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.
  - (b) **Interventions**: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

Doral Academy of Northern Nevada opened its doors during the 2017-18 school year to 169 students in grades K-4. The school earned a 5-star rating in both 2017-18 and 2018-19 school years. Due to COVID and challenges in assessing student growth and achievement, star ratings have not been issued since that time.

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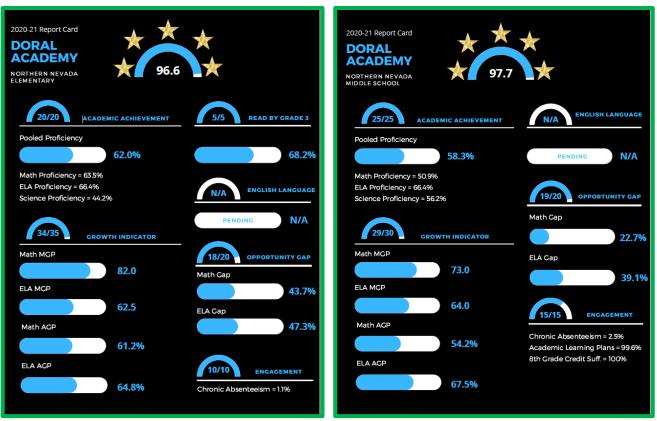


Figure 9: 2020-2021 Report Card for DANN Elementary and Middle Schools

Although the school was not officially assigned a star rating for the 2020-21 school year and even with the "COVID slide," assessment scores indicate that the elementary and middle would both have earned five (5) stars.

Fundamental features of DANN's educational model include the following:

- Arts Integration: a proven instructional strategy designed to enhance student engagement and achievement for all students by appealing to multiple student learning modalities by incorporating art forms (drama, music, art, etc.) throughout the curriculum, implemented through DANN's partnership with Doral, Inc. and top-flight professional development from the Kennedy Center;
- Data Driven Instruction and Student Support: DANN's educational model seeks high levels of academic
  performance and growth through a robust system of internal assessment, ongoing monitoring, constant
  communication with parents and families, and support services for all students, including, but not limited
  students requiring ELL, Gifted and Talented, and Special Education Services.
- (2) Academic Vision and Theory of Change
  - (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e., the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

Students are the heart of DANN. Having students at the forefront has helped guide every decision, every policy, and every practice that has been put in place so that DANN can build a school where students are successful, kind, compassionate leaders when they leave 8th grade. All school policies and curriculum foster the development of the whole child.

Students start every day with Social Emotional Learning (SEL) and the 8 Habits. Students are greeted by their teacher and peers as they are introduced to a timely topic and have a 15-minute meeting around the topic where everyone's voice is heard and everyone is safe to share. These morning meetings help students and staff establish a supportive, caring environment where it is safe to share and where all voices matter.

All teachers at DANN incorporate arts into their weekly lesson plans by using arts-integration strategies they have learned through various trainings, both at DANN and offsite through the Kennedy Center for Arts, Sierra Arts Foundation, and Pacific Arts. Utilizing arts-integration allows all students to show what they have learned in more creative ways such as movement, graphic art, song, or poetry. Students feel empowered to share their knowledge and find their voice when they have creative options for a product.

Teachers collaborate with team members two to four times per week to develop curriculum-based and project-based learning lessons that meaningfully develop students' efficacy. Project-based learning has proven to be a cornerstone of DANN because it allows students to think critically, make confident decisions, and solve problems creatively.

Throughout all of these practices, teachers thoughtfully weave oracy and rigor into each lesson. Students are expected to engage, collaborate with peers, and share their ideas in class in each lesson; using these expectations, teachers are given multiple opportunities to check on student understanding of the topics and to connect with students in their class. Students spend time sharing respectfully with peers, growing their knowledge, and growing their connections with each other. The lessons at DANN are rigorous and expectations are high for all students; ELA, Social Studies, and Science lessons are built around high-quality texts that are typically above or at grade level. Students engage in the study of these texts with scaffolded, teacher planned, supports to help students take apart the text and investigate the vocabulary and build an understanding through small group discussions and whole group discussions that are all student-focused.

All DANN students attend specials every day of the week. DANN places an emphasis on growing the whole child so every K-5 student is exposed to art, physical education, music, and media every week. Upper school students (Grades 6-8) have over thirty (30) different electives to choose from every year and take four (4) electives alongside their four (4) core classes every year. These electives include a performing art, a visual/media art class, a music class, and some language, leadership, or STEAM elective of their choice. All students are exposed to a plethora of options to ensure that they take ownership in their education and use their voice to discover their passion.

Student data is also carefully monitored throughout the year using interim diagnostics and frequent curriculum-based assessments. Students who are seen to have academic or behavioral challenges are discussed by an interdisciplinary team and are provided with leveled supports and Response to Intervention (RtI) using research-based materials. Interventions are monitored and students are always provided with supports that support our whole-child approach.

Access to high-quality rigorous curriculum for students and ongoing, job-embedded, and sustained professional development for teachers are non-negotiables. Frequent use of data to guide instruction and the use of the iReady program are also non-negotiables. Daily SEL and electives must be incorporated into a whole-child learning environment on all campuses, although the schedule of the school day may be determined by individual campus leaders.

# (3) Performance Management

- a) **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

Like the existing DANN campus, the expanded campus will utilize iReady and Measures of Academic Progress (MAP) assessment tools as a method of monitoring individual student progress. The iReady assessment allows staff to monitor student progress throughout the year and helps prepare students for the end of the year NV-CRT (SBAC) assessments including the NV-CRT Science exam for 5th and 8th graders and WIDA for English Language Learners. Students are provided with pre-, mid-, and end-of-year assessments on iReady and MAP to measure and evaluate student progress in meeting annual campus specific goals. System-wide progress will be assessed by the end of year NV-CRT (SBAC) and WIDA assessments.

b. Explain how the school addresses underperformance and describe the corrective action plan procedures.

Using real-time data from frequent assessment results, DANN provides the necessary individual, classroom, and/or school-wide intervention programs. When teachers see struggling academically, they proactively notify parents to discuss their progress and develop a remediation plan on targeted intervention that can take place during the school day or outside of the school day. Some methods that have been used include targeted tutoring (during school day or after school), providing supplemental intervention programs that support the school-wide adopted reading or math programs, and/or scheduling struggling middle school students in an extra 50-minute block for Mathematics or ELA or both to increase academic rigor.

The school's data team and administration will use data analysis to collaboratively develop instructionally-focused timelines for addressing targeted strands as denoted in assessed benchmarks. Teachers will adjust their instruction, monitor progress, and select appropriate classroom activities to work on deficiencies and to guide differentiated instruction.

This same team will identify students who are "at-risk" via the universal screening process and who are not already identified with an IEP. Through this RtI process, goals will be created and tracked to address student deficiencies. Data will be tracked every four (4) weeks; if progress is not made through this trend analysis, instruction will be adjusted. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of interventions that may work.

b) Closure: Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

Doral Academy of Northern Nevada operates under a set of academic, operational, and financial goals, as set forth in the Academy's original charter. If DANN fails to meet any of the goals, a corrective action plan is implemented, which utilizes internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective action would be aligned to the Board by implementing DANN's goals and procedures, developing a strategic professional development plan to adequately address academic shortfalls, and diligently monitoring ongoing student and school performance toward goals. By implementing and constant tracking of school data, DANN hopes to proactively address any chronic underperformance that warrants closure under Nevada State Law. If underperformance continues and necessary closure as prescribed under State Law is initiated, DANN will work with the SPCSA to implement the proper steps in closing low-performing campuses.

c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.

Not applicable at this time.

d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

Doral Academy of Northern Nevada uses the Nevada Performance Framework and its internal assessment data used among the network to determine academic readiness to replicate. DANN conducts annual financial audits and reviews the findings of the audit to determine if the school is in a financial position to add new campuses. In addition, DANN works with a nation-wide Doral Academy network for feedback and guidance in making these decisions.

DANN uses metrics to identify the school's financial ability to replicate which includes days-cash-on-hand, annual surplus, and debt service ratio. DANN will assess the operational ability to replicate by reviewing the parent-teacher surveys, teacher-administrator surveys, and educational management annual review. The Board will additionally seek professional training opportunities regarding Board Governance.

e) Compliance: Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at <a href="http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx">http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx</a>)

for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

The new DANN campus will follow programming used at the other Doral Academy campus in Northern Nevada. The chart below shows curriculum choices for all core subjects in grades K-8.

Table 9. Curriculum

Table 9. Curricul	ium			
Subject	Grade	Research-Based Instructional Materials	Supplemental & Technology	Rationale
ELA	K-8	Expeditionary Learning	K-8 iReady  K-3 Heggerty  Phonemic  Awareness	Designed to meet the individual needs of all learners and utilizes small group instruction and trade books for differentiated instruction
			K-4 Wilson Reading Program	
			K-5 Phonics 1 <sup>st</sup> (Special Education)	
			K-3 MAP	
Math	K-5	Eureka Math	K-8 iReady	Eureka Math is a holistic math curriculum that carefully sequences mathematical progressions in expertly crafted modules. Eureka Math focuses on the why behind mathematics.
	6-8	Illustrative Mathematics		Illustrative Mathematics is a program that focuses on conceptual understanding and procedural fluency to understanding mathematics and solving problems.
Science	K-5	FOSS		FOSS focuses on a student-first investigative approach to science that meets the NGSS and Nevada state standards.
	6-8	Amplify Science		Amplify Science is a highly engaging, phenomena-based program that integrates the latest practices in science teaching and learning, with interactive digital tools and hands-on activities to teach students how to think, read, write, and argue like real scientists and engineers.

Social	K-8	Project Tahoe	The adopted social studies
Studies			curriculum inspires global thinkers
		C3 Inquiries	while strengthening critical reading
			and writing skills and fosters growth
		DBQ Project	while inviting discourse and
			community engagement.

f) Instructional Strategies: Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

# **Integrating the Arts Instructional Strategies**

Arts Integration Instructional Strategies and Methods are the best practices utilized to teach the curriculum fusing an art form within the learning process. The process of integrating the arts is a multi-tiered process that takes several years. Following the model of Doral Inc. and working with the Kennedy Center of Performing Arts and Sierra Nevada Arts Foundation, DANN will use the same process to integrate Arts Instructional Strategies and Methods to teach the standards aligned curriculum.

All staff will receive professional development on these strategies. All staff will implement these strategies and methods throughout their core curriculum. Each year the school will add additional school-wide strategies to broaden their toolbox of Arts Instructional Strategies. DANN will also start with one core curriculum area to focus on Arts Integrations strategies and each year add another core curriculum area.

Additionally, DANN will seek to hire teachers with an interest, appreciation, and/or background in the visual or performing arts. Teachers will be encouraged to utilize those skills to further integrate the arts into their own classrooms. For example, if a 2nd grade teacher is hired who has a background in playing the guitar, they may implement music and song throughout their lessons in addition to the school-wide instructional strategies.

The Administrative Team will attend the yearly Kennedy Center Arts Integration CETA Conference in Washington D.C. as well as the Las Vegas Confabulation Conference.

#### **Some Strategies Implemented Across Grade Levels**

#### Tableau

Students represent people, places, and things using their bodies. In Tableau, students work together to create a frozen group "picture" to communicate content in any subject. (e.g., Human Slide Show - several tableaus to show a sequence of a story, beginning, middle, and end, cause and effect, etc.).

- 1. Students can make a tableau about anything that is being studied.
- 2. Tableau groups should not be larger than three to five students.
- 3. Designated each group's rehearsal space and the presentation space.
- 4. Short timeframes work best. Challenge students to create their tableaux in three to five minutes.
- 5. All students rehearse at once. It is important that each student begin in NEUTRAL. Both feet on the floor, standing tall, arms at side, and focus on a point in the distance.
- 6. Count students in as they move from neutral to tableau, 5-4-3-2-1-tableau.
- 7. Challenge students to hold their tableau, staying completely frozen for five to ten seconds.

In this arts-integration approach, students will be involved in both actively learning and socially learning. Students in small groups will read a written text often combined with a visual text. The group needs to make sense of their information and

show their comprehension of the text through specific choices made making a tableau. A tableau is a frozen picture the students act out or make with their bodies. The students must justify through a verbal response how they are representing the written text. They must explain what they understood from the text and the choices they made in creating that frozen picture. A tableau is a tangible representation of what they are comprehending. If the students are not comprehending the passage they read correctly, the teacher will prompt them to go back to the text and try again.

The strength of this process is that they must work collaboratively and cooperatively in a group. This is engaging because they are working in a social setting and put on a "performance." Students are willing to go back and fix their answers. Through this reiteration process the students go through, the students gain a deeper level thinking process and greater understanding which is aligned to the skills in the Nevada Academic Content Standards (NvACS).

## On-Off

In the drama exercise ON-OFF exercise, students are given the verbal command to position themselves as "off" or "on."

- OFF When students are prompted "off," they will stand in NEUTRAL next to their desks or in a circle facing out, hands at sides, faces neutral as if they have been switched OFF.
- ON Students are prompted with a vocabulary word or topic from any subject the class is studying. For example, when studying Social Studies the teacher may say "Regal Leader, ON" or when studying Mathematics the teacher may prompt "Equilateral triangle ON." Students FREEZE in the shape of the desired vocabulary work or topic until prompted to return to OFF.

Students will be asked to explain their "ON" positioning, and deconstruct why they chose to represent their vocabulary word or topic in the manner they did. Student's explanations guided by teacher questioning will teach high level thinking skills.

# ABA Form of Movement

The difference between movement and dance is similar to the difference between an essay and poem - the difference between the literal and the figurative. Dance in the classroom is a useful tool when students are able to express their complex ideas or feelings (e.g., each student creates a movement of their vocabulary word or character).

Students can begin to create dances with a beginning, middle, and end by using the simple ABA form (also used in Music):

- Beginning = Section A Tableau
- Middle = Section B Movement
- End = Section A Ends with return to the same Tableau

Planning, enacting, and reflecting upon Tableau work, in addition to an engaging drama activity addresses many reading comprehension skills:

- Developing Sensory Images Use multiple senses to create mental images when reading by visualizing the setting, characters, and action of the text, creating a mental movie.
- *Inferring* Draw conclusion and make interpretations based on information provided, but not specifically stated, reading between the lines.
- Synthesis Take information from what they have read, combine it with prior knowledge, and create something new the Dance.

# Acting Right - Building a Cooperative, Social, and Kinesthetic Community

Acting Right takes the foundation elements of acting, such as concentration, cooperation, and collaboration, and created a structured process which can become the basis for effective classroom management. The components include the following:

- The Actor's Toolbox
- The Concentration Circle
- The Cooperation Challenge
- One-Minute Challenge

### Role-Play

In role-play, students are invited to explore situations as if they were someone else. When in role, students respond as that person would think, feel, and speak, expressing attitudes and points of view in response to questions, situations, relationships, and problems to be solved. Role-Play builds student understanding of an empathy for people throughout history, scientist, math thinkers, and characters in literature. Students should be encouraged to fully research characters prior to the role play.

### **Character Interview**

Students in the role of reporters interview students who answer the questions in the role they represent. For example, reporters interview departing pioneers in St. Louis to discover why they are going west and what they hope to find.

## Right Brain Observational Tool (RBOT)

Students practice the skills of careful observation and detailed description. RBOT can be adapted for use with any visual content (photographs, charts, illustrations, and works of art) as well as with performing arts (audio and video). Students are encouraged to delay inference in order to consider multiple possible meanings.

- *Step 1*: Observe Share the image or sample, asking students to observe in silence for one minute (or the length of the sample).
- Step 2: Students describe what they see or notice in the image or sample, using the sentence stem, "my eyes see..." or "my ears hear..."
- Step 3: Wonder Students wonder about multiple meanings, possible inferences, or content.

#### Dance is Best

Students represent ideas, feelings, and content through movement. They come to understand that dance and movement can be tools of expression. They will use the basic elements of Best to explore, and to create, and finally to abstract movement (examples include demonstrating beats and patterns).

**B**ody – Parts of the body plus Loco motor and Non-Loco motor movements

Energy – How is the body moving Space

Shape – Big, small, Levels 1-10

Time – Tempo, Rhythm, Speeds

Additionally, DANN will seek to hire teachers with an interest, appreciation, and/or background in the visual or performing arts. Teachers will be encouraged to utilize those skills to further integrate the arts into their own classrooms. For example, if a 2nd grade teacher is hired who has a background in playing the guitar, they may implement music and song throughout their lessons in addition to the school-wide instructional strategies.

# **Additional Research-Based Instructional Strategies**

Moreover, all teachers at DANN are trained in research-based close reading strategies, the Writing Revolution, and indepth oracy practices to differentiate instruction and allow for metacognition, processing, and retrieval practice.

Students also engage in STEAM projects quarterly where they begin an inquiry and develop critical thinking and problem solving as they create an end product to showcase their learning.

### The Science of Reading

All DANN teachers are also trained in the science of reading and in identifying markers of dyslexia. Teachers will implement best practices in sensory based phonics and phonemic awareness instruction as well as syllabication and word anatomy in grades K-5. In addition, all DANN teachers teach explicit writing instruction using tools from The Writing Revolution to teach writing at the sentence and paragraph level.

g) Remediating Academic Underperformance: Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

DANN will provide the necessary interventions to support student underperformance. At the start of each school year, students will participate in academic screening to immediately identify areas of concern. Parents will be notified to discuss their progress and work collaboratively to create a plan for improvement. In addition, parents will be notified of changes based on progress monitoring data and any necessary changes made to the student's individual plan.

Remediation may occur during the school day as well as outside of the school day through after school tutoring. In addition, middle school students may be scheduled to attend an additional reading or math block of time to participate in supplemental intervention programs.

The success of remediation will be measured through the progress monitoring of each student's individual goals. The time set aside daily for intervention for struggling students will also be used to provide enrichment activities for those students who are at grade level or above. The goal is that 75% of students will meet stretch growth (more than one year's typical growth) as measured by iReady annually, and this percentage will be monitored closely for all sub-populations in order to ascertain if students who are not currently at grade level will be able to reach grade level standard within a three-year period or by the end of 8th grade, whichever occurs first.

h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies, and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

Doral Academy of Northern Nevada implements an RtI model to address academic underperformance. DANN will universally screen all students in the beginning of the school year. Analysis of the universal screener will be completed by DANN's RtI team; those students who are identified as academically at risk (below the tenth percentile) and who are not already identified with an IEP, will be referred to DANN's RtI team. DANN's RtI team will be comprised of a staff member from every general education grade level and the Special Education Teacher or designee selected by the Teacher. The RtI team notifies the parent that their child will be entering the RtI program which will provide interventions in an area of deficit. In addition, parents are kept up to date throughout the process to understand academic progress or any changes to the child's plan.

Once a student is identified, the RtI team, which includes the student's parent or guardian, writes a goal for the student in the area of deficit, provides intensive interventions, and monitors progress growth weekly. The interventions and progress monitoring tool provided will be interventions and tools that have been validated through research (see <a href="https://www.intensiveinterventions.org">www.intensiveinterventions.org</a>) and determined by the RtI team. The RtI team reviews the student's progress according to the progress monitoring data every four weeks and adjusts instruction when a student is not showing progress on the graphing. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions can be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

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DANN's RTI process will include three (3) tiers. Tiers include increasing levels of intensity of interventions.

#### Tier 1

Tier 1 will include research-based instruction in the general education classroom with core instructional interventions. Tier 1 includes differentiated curriculum and instruction for all students. Primary instruction includes at-risk children who have been identified through the universal screening process receive research-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than six or eight weeks) is allotted to see if the child responds to the intervention—hence, the name RtI. Each student's progress is monitored closely. If the child does, indeed, respond to the research-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. DANN's Tier 1's process include the following components:

- Expectations = 80% or more of students successful with general education curriculum and instruction
- Assessments = universal screenings for academics and social/emotional growth (behaviors)
- *Interventions* = through differentiated instructional practices
- Roles and responsibilities = primarily the general education teacher

#### Tier 2

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions include interventions that are:

- From scientific-based education research
- Evidence-based interventions
- From education research
- Experiential-based interventions
- From best practice with like students

The length of time in Tier 2 is generally a bit longer than in Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level—a marking period, for instance, rather than six weeks—but the overall process is much the same.

DANN's Tier 2 process includes the following components:

- Expectation = 15% of students may be at-risk and in need of targeted interventions
- Assessment = progress monitoring of student response to specific intervention
- *Intervention* = standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature
- Roles and responsibilities = variety of personnel as determined at the local site

## Tier 3

Tier 3 becomes an option for continued and yet more intensive intervention. Five percent of students may be at significant risk and in need of more intense interventions. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RtI level. Tier 3 involves the use of a combination of different types of curriculum material including, but not limited to, standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise.

Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention should continue; analyzation of every four data points takes place to determine whether or not the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction needs be increased.

Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she needs to be referred for a full and individual evaluation under the Individuals with Disabilities Education Act (IDEA).

i) Intellectually Gifted Students: Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

DANN will serve the needs of gifted and talented students in accordance with NRS 388.5251, et seq. for "Gifted and Talented Pupils," which is defined as "a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that the person cannot progress effectively in a regular school program and therefore needs special instruction or special services." Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: (1) general intelligence; (2) academic aptitude in a specific area; (3) creative thinking; (4) productive thinking; (5) leadership; (6) the visual arts; or (7) the performing arts.

*Identification*: DANN will identify the needs of gifted and talented students in accordance with NAC 388.435 regarding the eligibility of pupils who are gifted and talented. Under NAC 388.435(1), a pupil who is gifted and talented is eligible for special services and programs of instruction if a team, comprised of persons selected by the public agency, concludes that the pupil has:

- (a) General intellectual ability or academic aptitude in a specific area that is demonstrated by a score at or above the 98th percentile:
  - (1) On a test of cognitive ability that is individually administered;
  - (2) In a major content area on a nationally standardized achievement test that is individually administered in kindergarten through eighth grade; or
- (b) An area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

In determining the eligibility of a pupil for the gifted and talented program of instruction, the team may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived, or a pupil who has a disability. NAC 388.435(2). The conclusions of the team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities, or academic achievement of the pupil. NAC 388.435(4) Unless the pupil's individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year. NAC 388.435(5).

A range of service delivery options will be available to meet each gifted and talented student's special needs based on the student's Gifted and Talented Education Program (GTEP) and will be provided with administrative support to assure adequate funds for materials and professional development.

Services and Instructional Strategies for Gifted and Talented Student: The school will offer various services to meet the needs of the gifted and talented student based on the GTEP. These services may include, but are not limited to, specialized gifted and talented courses, acceleration, ability grouping, modifications of content through differentiated curriculum, career exploration and goal setting integrated into the curriculum, curriculum compacting, enrichment, social skills

development and/or counseling, and real-world immersion activities (i.e., as science and social studies fairs, exhibits, academic competitions, or mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Nevada State Standards and DANN NV offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

**Middle School Gifted Program (6-8)** – DANN will offer accelerated (gifted) content area courses (Mathematics, Science, Social Studies, and/or English Language Arts) and/or State-approved middle school gifted elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented students or on an approved waiver to complete the gifted and talented endorsement.

Extended Learning Opportunities (K-8) – DANN will develop extended learning opportunities to take place afterschool for gifted students.

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level NvACS and DANN-offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

Similar to the GTEP, there will be a variety of enrichment opportunities that will be available to students performing at or above grade level as part of DANN's comprehensive strategy to ensure that all students are making accelerated academic progress including, but are not limited to:

- Acceleration enrichment and world immersion activities (i.e., science and social studies fairs, music and
  art exhibits, academic competitions, mentoring, career exploration, and goal setting integrated into the
  curriculum);
- Differentiation curriculum compacting, modifications of content through differentiated curriculum;
- Ability grouping specialized gifted and talented courses, real social skills development, and/or counseling;
- Extended Learning Opportunities afterschool enrichment programs and clubs.

All students will be included in the data driven instruction model (Data Methods and Systems) to ensure that all students are making academic progress, even those who are performing at or above grade level.

k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

DANN is also committed to ensuring fair and equitable promotion and retention of our students in alignment with DANN's mission. Using real-time data from frequent assessment results, DANN will provide the necessary individual, classroom, and/or school-wide intervention programs. The Data Team, along with teacher referrals, will determine which students may need additional targeted interventions such as, requiring students to attend specific targeted tutoring, early-bird, during school, or afterschool; proving for supplemental intervention programs and support within the respective reading, math, and science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). Parents of students who are in need of interventions (individual or other) will be notified throughout the process. The teachers will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI process. If the Data Team and Classroom teacher should identify a struggling student that may be in need of retention, they will be referred to the Pupil Promotion / Retention Team by the end of the first semester.

The Pupil Promotion / Retention Team may be comprised of a member of the administrative team, current teacher, next year's teacher, and special education teacher (if applicable). Administration is responsible for identifying the appropriate members of the team. The school will identify benchmarks and procedures for promotion at each grade level. Students

who meet or exceed the benchmarks determined by the school will be promoted to the next grade level. Data to be considered may include attendance, state assessments, school and curriculum-based assessments, classroom observations, parent and teacher surveys, and classroom grades and work samples.

The Pupil Promotion / Retention Team will review the data and make a recommendation for promotion to the next grade level or retention. The Team will then meet with the parent/guardian to discuss the data, recommendation, and social emotional concerns, and the options for their student. The team along with the parent will make a decision to promote or retain the student. DANN will comply with State and Federal laws regarding the students with disabilities and IDEA. Additionally, DANN will comply with Nevada's Read by Grade Three (RBG3) initiative.

A pupil enrolled in seventh grade must complete one semester with a passing grade for the following subject areas: mathematics, English or reading, science, and social studies.

Eighth Grade to High School – A pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

- (a) One and one-half units of credit in English with a passing grade;
- (b) One and one-half units of credit in mathematics with a passing grade;
- (c) One unit of credit in science with a passing grade; and
- (d) One unit of credit in social studies with a passing grade.

#### SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

Pursuant to NAC 387.120, DANN will allow for 180 instructional days or the corresponding instructional minutes. DANN will work to coordinate its school schedule to closely align with the Washoe County School District calendar. Please refer to *Attachment 3 – School Calendar*.

It is expected that DANN will allow for similar holiday accommodations as the Washoe County School District, with a variance from the Washoe County School District calendar to reduce Spring break to one (1) week, and not to engage in early release Wednesdays that are standard in WCSD. DANN will offer professional development days to ensure that teachers are meeting the needs of the community and the offer teachers' additional training on the integration of the arts into their daily course teachings. It is anticipated that there will be five (5) professional development days through the school year. Professional development days will be conducted in conjunction with a representative of Doral Academy of Nevada and Doral Academy, Inc., through the affiliation agreement with DANN. Professional development days will also be used to educate and guide teachers on ways to reaching students that might be struggling and require additional help, as well as servicing those students that might be advanced and are in need of more challenging assignments.

b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

DANN will comply with NAC 387.131 to provide for the minimum amount of instructional minutes, including recess and time between activities, but not including the time allowed for lunch, in the following manner:

Table 10. Instructional Minutes by Grade

Grade	<b>Instructional Minutes</b>		
Half-day Kindergarten	120 minutes		
Full-day Kindergarten	240 minutes		
1 and 2	240 minutes		

3 through 6	300 minutes
7 through 8	330 minutes

Table 11. Instructional Time by Grade

Grade	Instructional Time
Elementary School	9:00 a.m 3:30 p.m.
Middle School	8:30 a.m 3:00 p.m.

The following represents the structure of the school day and week for both the proposed new grades and for existing grades, including the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies.

## For Full Day Kindergarten:

Table 12. Full Day Kindergarten Instructional Time by Subject

Subject	Instructional Time per Day	Instructional Time per Week
Reading	120 minutes	600 minutes
Language (Spelling & Writing)	40 minutes	200 minutes
Mathematics	70 minutes	350 minutes
Science / Health*		80 minutes
Social Studies*		80 minutes
Specials (Music, PE, Art, Dance, etc.)*	40 minutes	250 minutes

<sup>\*</sup> These classes are considered integrated instruction, wherein the subject specific instruction can be integrated into class time in other ways than traditional teaching structure, so long as the weekly minutes are met.

## For Elementary School, grades 1-5:

DANN recognizes that each student is on their own developmental pathway, with unique needs, interests, strengths, and vulnerabilities. In addition to the following academic subjects, students will also attend a 15-minute intervention and enrichment program each day, for a total of 75 minutes each week, in order to provide an opportunity for students with the ability to access additional academic support during the school day.

Table 13. Elementary Instructional Time by Subject

Subject	Instructional Time per Day	Instructional Time per Week	
ELA	120 minutes	600 minutes	
Mathematics	70 minutes	350 minutes	
Science / Health*	30 minutes	150 minutes	
Social Studies*	30 minutes	150 minutes	
Specials (Music, PE, Art, Dance, etc.)*	40 minutes	240 minutes	

<sup>\*</sup> These classes are considered integrated instruction, wherein the subject specific instruction can be integrated into class time in other ways than traditional teaching structure, so long as the weekly minutes are met.

# For Middle School, grades 6-8:

Students have eight (8) rotating block periods which are 80 minutes per block. Additionally, students will attend a 15-minute advocacy class that works on character development and building a community environment in the school. Please see the chart below:

Table 14. Middle School Instructional Time by Subject

Tuble 14. Middle School Histractional Time by Subject						
Subject	Instructional Time per Day	Instructional Time per Week				
Social Emotional Learning	15 minutes	75 minutes				
English Language Arts	80 minutes every other day	200 minutes				
Mathematics	80 minutes every other day	200 minutes				
Social Studies	80 minutes every other day	200 minutes				
Science	80 minutes every other day	200 minutes				
Electives (x4)	80 minutes every other day	200 minutes				
Lunch	30 minutes	150 minutes				
Passing Periods	20 minutes	100 minutes				

For all grades, the teachers are encouraged and expected to ensure that students requiring additional intervention be identified and provided with the necessary opportunities for additional help in the struggling area. DANN will have intervention services available for these identified students. This intervention will be accomplished through pullout times where these students will be given more one-on-one time. For the middle school grades, if a student is struggling significantly, it may become necessary to replace an elective block for an intervention or remedial class to help the student become proficient in the struggling area.

c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

DANN will strive to reach at least 95% attendance rates throughout the year. Doral Academy of Nevada reached an average attendance rate of >95% attendance for the 2020-21 school year based on information published on Nevada Report Card.

DANN's Registrar will be responsible for monitoring student attendance and communicating with the Administration when issues of truancy arise.

DANN's Administration will work with the students and parents to ensure that students are attending school and helping them to understand the importance of regular attendance and the correlation with students regularly attending school to get the instruction needed for academic growth. The Administration will follow proper protocol for the reporting of truancy, if this becomes necessary.

#### **DISTANCE EDUCATION**

(Distance Education Expansion Amendments)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.

(5) Describe how the school will administer all tests, examinations, or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

DANN is not offering a distance education program, thus this is not applicable.

#### PRE-KINDERGARTEN PROGRAMS

(All Operators Currently Operating or Proposing to Operate Pre-K)

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early\_Learning\_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

DANN does not plan on offering a pre-kindergarten program, thus this is not applicable.

## HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

(New High School Amendments Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

Not applicable at this time.

### **SPECIAL POPULATIONS**

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a

broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
- 2. SPCSA schools develop programs to support the needs of their students.
- 3. SPCSA schools do not counsel or kick any students out.
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
- 5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.
- 6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

## **Special Education**

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

The new DANN campus has not identified its school leader; however, the principal of the existing DANN campus, Angela Orr, has experience supporting students with disabilities and their academics. Angela Orr has experience as a special education co-teacher and as lead teacher at a Title I campus on a special education team in middle school wherein 35% of students were on IEPs. She coordinated team pull-out, push-in, and co-teaching. In addition, Angela Orr provided extensive training over five years to special education teachers in WDSC regarding access to the rigor of the Common Core State Standards for Literacy through differentiation and scaffolding.

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

Child Find is the entry point for SPED services for children and their families in the school. DANN will use Child Find Services to assure that all children who need special education and related services, receive an appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs. The Child Find program is responsible for locating, identifying, and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

As part of the school's registration process (after the student has been accepted in lottery), parents will be asked if the student has an IEP. If the parent marks "Yes," a Pop-up window requests the parent to provide the student's current IEP, MultiDisciplinary Team (MDT) report, and eligibility statement. The paperwork is collected and a caseload spreadsheet of all enrolling students with special education eligibility is created. Parents are also requested to turn in 504s.

In addition, the school registrar will request special education records from the student's previous school. All students will be assessed using DANN's universal progress monitoring (MAP and iReady). Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (e.g., intervention classes).

b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?

Students who develop academic or behavior problems in middle school will be in an RtI program to provide intervention, collect data, and progress monitor. For example, a student who develops a mental health issue will be put into a Check-In / Check-Out program. The program includes daily progress monitoring sheets. A mentor will meet with the student at least three times daily; additional time may be added if necessary. The daily progress monitoring sheet which is point based can be used to track improvement in behavior and/or anxiety. Student with academic problems can scheduled into intervention classes in area of need. After-school tutoring programs can also help students gain academic skill.

Transition begins for students who have an IEP at age 14. DANN's Professional Development in the area of Transition so that appropriate transition services and goals can be provided.

a) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly basis on their IEP goals. Students also take quarterly universal progress monitoring assessments that all students in the school are given. The special education teacher will complete an analysis of data monthly and to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, student will be referred to school psychologist who with parental permission will reevaluate student. The MDT will then meet to determine if student is still eligible in the eligibility category or does not meet eligibility.

b) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

The continuum of services offered by the charter school begins in regular education classes.

All students are given a universal progress monitoring assessment monthly. The school analyzes the data. Each quarter the school meets as a team during "Data Day" which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school.

Students who score in the bottom 15% and students who are failing are discussed. The staff brainstorms different interventions that may help the student gain academically or behaviorally. In general education, intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, after-school tutoring clubs and blended online learning programs, provide instructional level interventions.

If the student is still not showing progress on the universal progress monitoring, the student will enter into an RtI program. During RtI, a goal is written in the deficit academic area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is graphed and analyzed every 6-8 points.

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If the student's graphed line is not moving toward grade-level trend line, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 data points, the student's graph still shows a lack of progress, the student will be referred to special education.

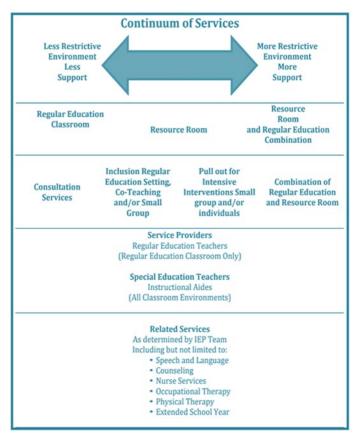


Figure 8: Continuum of Services

Once the student is in special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If the student shows no academic growth, resource room is added. Resource Room will provide the necessary interventions to show academic growth.

Students with severe intellectual disabilities also can benefit from combining inclusion with resource room. In the regular education classroom, using peer-assisted learning and online programs can help the student remain with typical peers and receive intensive instructional level instruction.

Students with severe emotional disabilities also can benefit from combining inclusion with resource room. In addition, a Check-In / Check-Out system is very effective for students with emotional needs. A mentor is assigned to the student, the student has a daily progress monitoring sheet which goes home daily. Parent bridges behavior at school to privileges at home. Depending on the students' needs, the mentor will check in with the student at least three times daily and more as needed. In addition, the school counselor can help the family with locating appropriate community support.

(3) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

DANN will endeavor to recruit, enroll, and retain students with disabilities by promoting to families the professional development opportunities provided to assist DANN's staff to work with various special populations of educationally disadvantaged students including, but not limited to, students with disabilities. For instance, teachers will receive professional development training on working with students with special needs such as differentiated instruction for atrisk learners, Special Education students, Gifted and Talented Students; and Sheltered Instruction Content Model for ELL students.

(4) General Education Collaboration / Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

DANN's strategy for general education collaboration / access will not alter or change with the addition of another K-8 campus.

Collaboration between regular education teachers, special education teachers, and related service personnel is necessary for student growth. Regular education teachers post their lesson plans through an online tool. Special Education teachers have access to this tool. Then during a weekly meeting the Special Education teachers and the regular education teacher review the student's IEP goals and the regular education teacher's lesson plans to interconnect the lessons. A

collaboration plan is written. Daily Special Education lessons are then written and provided to the regular education teacher and all instructional assistants that interconnect IEP goals and core instruction.

## **Staffing**

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

DANN's administration team will recruit highly qualified special education teachers through multiple means. They will use job recruiting websites like Teachers to Teachers. DANN's administration will attend and recruit teachers at Teacher Fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher applies for an Option License. Their transcript is analyzed by the Department of Education and the teacher has three years to complete their coursework in special education.

All related service personnel including speech and language therapists and school psychologists are licensed in the State of Nevada or they need to apply for a license before they are hired.

(1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?

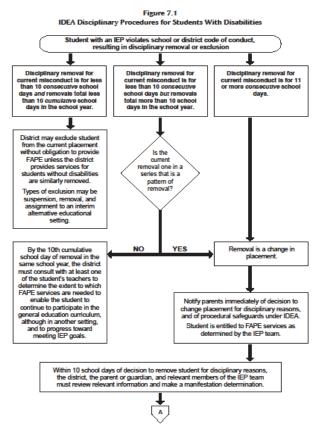
DANN has scheduled Professional Development (PD) days for teachers before the school year begins in addition to five (5) PD days throughout the course of the school year. PD is offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. Also, on each campus, the special education teachers, the special education facilitators, and the related service personnel (e.g., SLP and OT) are in communication with teachers providing instructional information on how to modify the curriculum and address the unique needs of students with disabilities on a weekly basis as service is provided.

(2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

Students with disabilities rights are protected following the IDEA flow chart below. If a student with disability has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, all school work is picked up daily by the parent and returned so that student's grades are not affected. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an afterschool program. The MDT/IEP team will also meet after five (5) suspensions to complete a manifestation determination IEP meeting.

The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A Functional Behavior Assessment (FBA) will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a Behavior Therapist to help in the process.

If the student has reoccurring events that result in further suspension, the team will meet after nine (9) suspensions and complete a change of placement. The administration contacts the 116 • A Principal's Guide to Special Education, Third Edition



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parent for a parent meeting. Each time the student is suspended, all school work is picked up daily by the parent and returned so that student's grades are not affected. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after school program.

Please see flow chart in Figure 7.1 above.

(3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

DANN's special education programs comply with all Federal and State laws. The role of the special education facilitator is to complete compliance reviews on all IEPs before and after the IEP meetings. In addition, a review of the confidential folder is completed monthly on all confidential folders. Special education facilitators check annual and three-year dates weekly to make sure all meetings are held on time.

Special education teacher's complete progress monitoring on a weekly basis to evaluate for student growth and success. If student shows no academic growth, Resource Room is added.

Resource Room can be added up to 50% of the day to provide the necessary interventions to show academic growth. If a student shows academic growth then the student is provided a less restrictive placement with support. As a student successfully progresses towards full time in the general education curriculum, services can be direct support by the special education teacher in the regular education classroom with supplementary aides and services until they receive consultation services. Quarterly progress reports are sent home. Progress reports are also sent home more frequently as determined by an IEP team. Student grades are also monitored weekly to see academic growth. If students are not receiving enough support as determined by weekly progress monitoring and grade checks then the IEP is revised.

Special education facilitators help to monitor the academic and behavioral growth of students with disabilities in order to ensure that student needs are being met. Adjustments to instructional programs are adjusted accordingly through the collaboration and progress monitoring.

(4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

All staff follow all IDEA procedures when implementing appropriate programs related to the evaluation events, reevaluation events, and any type of IEP by phoning parent to set up meetings and then following up with two prior written notices.

Check-In / Check-Out systems and progress monitoring reports are sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards are mandatory universal grade reports. Special education teachers and related staff are expected to have frequent communication with parents with students with emotional and/or behavioral needs.

In this digital age, teachers even text back and forth with a parent through the day, if necessary, to give them updates if a parent requests to be informed. In addition, the school uses an online program and websites where they post all school events and homework assignments.

(5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.* 

DANN is not offering a distance education program, thus this is not applicable.

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# D) FINANCIAL PLAN

# This section must be completed for all applications.

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

DANN's Governing Board oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the Board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with state and federal reporting guidelines. Under the supervision of the Board's Treasurer and in conjunction with the school's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The DANN board is committed to ensuring appropriate oversight of Academica as its educational management organization. Immediate steps that the board is implementing to strengthen this oversight include:

- 1) A requirement that a majority of board members complete the evaluation prior to the evaluation being conducted, and
- 2) A review of the evaluation process and survey questions to be included on a future board meeting to ensure improvement in oversight process.

The DANN board is also following the SPCSA's development of standards and training for effective boards and looks forward to implementing best practices as guidance is released.

The person designated to draw all orders in pursuant to NRS 386.573 for the payment of monies belonging to the charter school is the Principal. Each campus employs an office manager to work with Academica. All claims for payment from charter school funds are processed by Academica in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principals are responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a third-party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into the portal provided by the vendor in time for the payroll vendor to process all payroll information.

Doral Academy of Northern Nevada complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The governing body will appoint the purchasing agent who will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases, the expenditure of charter school money, except payrolls, requires the use of the requisition and purchase order system. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

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(2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.

As discussed with SPCSA staff in Spring 2021, the Governing Board focused significant attention in the past year to refinancing the school's existing construction bond with long-term bond financing. This bond financing was completed in August 2021 and the school was able to lock in a true interest cost of 3.36%, and received a rating of Ba1 with a stable outlook from Moody's Investors Service.

The board also provided a financial remediation plan to the SPCSA staff, and is providing updated information on these metrics below.

- Total Margin: DANN received a "Falls Far Below Standards" rating for the Total Margin performance measure in the 2019-2020 fiscal year. The DANN team discussed reasons for this with the SPCSA team and is committed to improving this measure over time, but expects this rating to remain in place in FY2021. Depreciation, which is a non-cash item, on the DANN facility continues to outpace cash receipts, which results in this measure not meeting standards. However, it is important to note that EBITDA for DANN is positive and provides a more accurate measure of the school's financial health.
- Debt to Asset Ratio: DANN received a "Falls Far Below Standards" rating for the Debt to Asset Ratio performance measure in the 2019-2020 fiscal year. The DANN team discussed this with the SPCSA team and is committed to improving this measure over time. Over time this will reach a "Meets Standards" ratio as principal payments on the bond slowly reduce the debt to asset ratio. The financial forecast shows this measure will remain at "Falls Far Below Standards" rating in the forecast period.
- Cash Flow: DANN received a "Does Not Meet Standards" rating for the Cash Flow performance measure in the 2019-2020 fiscal year. This was based on the negative change in total cash balance from the 2017-2018 to the 2018-2019 fiscal years. This decrease in cash balance was due to bond proceeds that were being utilized for building construction during that time period and are not reflective of the overall cash flow situation of the school. DANN improved to a "Meets Standards" rating for FY2021.

## Please refer to *Attachment 4 – Year 1 Cash Flow* related to DANN's new facility.

- (3) Attachment 5. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following:
  - (a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for DANN includes the per-pupil revenue assumption of \$7,074 for the 2022-2023 fiscal year of operation with an estimated 1.0% - 2.0% increase each subsequent year thereafter. \$7,215 estimated per-pupil amount for the proposed campus in the first fiscal year of operation (2023-2024). Assumption of \$7,074 is based on the per-pupil funding amount in Washoe County found in Senate Bill No. 458 with an estimated increase of 1.0% - 2.0%. Please refer to *Attachment 5 – Budget Narrative* for a more detailed overview of per-pupil funding.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of **Attachment** 5. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

Please refer to *Attachment 5 – Budget Narrative* for a more detailed overview of all anticipated funding sources.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Please refer to *Attachment 5 – Budget Narrative* for a more detailed overview of all anticipated expenditures.

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(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

Doral Academy of Northern Nevada has presented a fiscally conservative budget for the first 5-years of operation for the proposed campus. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Please refer to *Attachment 5 – Budget Narrative* for a more detailed overview of all anticipated budgeted expenses.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

Doral Academy of Northern Nevada collaborates closely with Academica in searching and applying to receive grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Doral Academy of Northern Nevada did not rely on philanthropic revenue for their operations in their budget. Please refer to *Attachment 6 – School Budget* for a detailed overview of all the budgeted revenue and expenses.

(4) Submit a completed financial plan for the proposed school as an **Attachment 6** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

## Please refer to *Attachment 6 – School Budget*.

(5) Submit, as an **Attachment 7**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

# Please refer to *Attachment 7 – Network Budget*.

(6) Provide, as an **Attachment** \_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

## Available upon request.

(7) Complete the audit data worksheet in **Attachment 8**. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment 8**.

### Please refer to *Attachment 8 – Audit Data*.

(8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

Doral Academy of Northern Nevada does not rely on fundraising programming to support the day-to-day operation of their school and as such this question is not applicable.

(9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in

overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

The financial policies and procedures adopted by the Governing Board are reflected at each of the campuses. The Board and Academica will work with and train the school principals and office managers in all financial policies and procedures. DANN's Board oversees all aspects of the fiscal management of the school. The Board will review financial statements at a minimum once per quarter and Academica will prepare the financial statements for the designated board meetings. Academica will meet with school principals during the development of annual budgets to collaborate in creating a complete budget. Academica will then present annual budgets to the Board for their consideration. Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica is responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school will supervise the budget and day-to-day cash collections at the school. Academica will meet regularly with the school principals to review their budgets.

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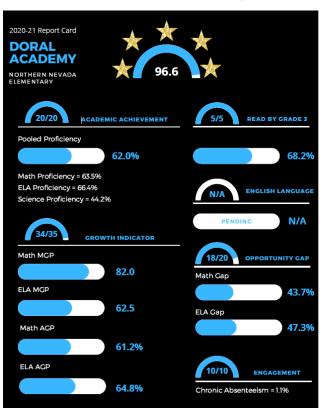
# **E) OPERATIONS PLAN**

- ♦ Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.
- 1. Historical performance
  - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.

Please provide a narrative demonstrating that the school meets the organizational criteria for approval.

Doral Academy of Northern Nevada opened its doors during the 2017-18 school year to 161 students in grades K-4. The school earned a 5-star rating in both 2017-18 and 2018-19 school years. Due to COVID and challenges in assessing student growth and achievement, there have not been star ratings issued since that time.

Although the school was not official assigned a star rating for the 2020-21 school year and even with the "COVID slide," assessment scores indicate that the elementary and middle would both have earned five (5) stars.



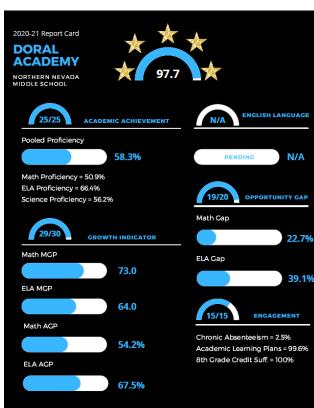


Figure 9: 2020-2021 Report Card for DANN Elementary and Middle Schools

(b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?

DANN has not had any interventions since its opening, thus, this question is not applicable.

(c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

If the expansion campus is approved, DANN's Governing Board intends to focus on data-driven results and decision-making, expanding the arts-integration model and increasing community partnerships. As the proposed new campus is in an area with a higher population of FRL and ELL students, we will develop academic supports and community partnerships to support the needs of these students.

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For instance, DANN's English Language Learner (ELL) Program has been developed through evaluating relevant research, by consulting with experts in the field and with teachers and administrative staff throughout northern Nevada, and by referencing the U.S. Department of Education's Office of English Language Acquisition English Learner Tool Kit. DANN teachers and the Mt. Rose Campus ELL coordinator are currently invited to attend all WCSD trainings for teachers of EL students and also partners regularly with ELL coordinators from Mater Academy of Northern Nevada and Pinecrest Academy of Northern Nevada. DANN has secured training and resources from Amy Haycock in GLAD (Guided Language Acquisitions Design) and will continue to offer these trainings so that all teachers are able to focus on the elements and strategies aligned with practice that: focuses on language development in every lesson, plans for peer interactions, supports meaning with realia, visuals, and movement (arts-integration alignment), activates prior knowledge and creates shared knowledge, makes grade level complex texts accessible to all students, bridges two languages with frequency (e.g., understanding and explicit use of cognates), and affirms cultural and linguistic identities.

Doral Academy of Northern Nevada's English Language Learner Program strives to provide ELL students with language skills that will help them understand, speak, read, and write English fluently. The objective of DANN's English Language Learner Program is to help students make positive and meaningful academic connections that lead to improvements in student achievement, so they can succeed academically and socially in both the school setting and the community. Research shows that the most effective ELL instruction occurs when the teacher integrates instructional objectives seamlessly in teaching the components of literacy, using both language and meaning-based approaches.

Doral Academy of Northern Nevada has adopted the Sheltered Instruction Observation Protocol (SIOP®) model in which ELL students are provided instruction in the English-only mainstream classroom. In each classroom, intentional research-based practices of scaffolding, retrieval practice, modeling, graphic organizers, and cooperative learning will be implemented daily to support language acquisition. With DANN's already targeted focus on building foundational skills with coherent sequences of research-based curriculum in phonemic awareness, phonics, syllabication, morphology, and academic vocabulary, ELL students will be engaged daily in Tier 1 explicit language instruction. In addition, all teachers at DANN are trained in targeted oracy practices so that every student is expected to speak in each lesson with lesson planning including thoughtfully embedded oracy practices.

The DANN Meadows' EL Coordinator will have many responsibilities which will include, but not be limited to: overseeing new student and kindergarten home language survey results, training and mentoring teaching staff in SIOP® and GLAD; providing modeling and classroom support to teachers in these areas; procuring curricular resources to align to learner and parent languages; crafting and maintaining a communications plan with families of learners; administering WIDA ACCESS placement and testing; ensuring formative and benchmark assessment data for English learners is analyzed and used for data-based decision-making, attending annual conferences to bring back the most relevant practices, providing expertise on English learner needs and EL/SpEd/GATE connections for students identified by our Student Study Teams through the MTSS or RTI process; providing Tier 3 interventions and targeted supports directly to students who require outside of class intervention, and implementing interim assessments to focus on the following data points:

- Individual student proficiency levels noting increases or decreases since baseline
- Individual student growth data noting increases and decreases since baseline
- Percentage of total ELL program participants meeting the student growth expectation
- Average proficiency level of ELL program participants
- 2. Organization governance structure & board development:
  - (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses.

No change. The growth plan of occupying an additional site in order to accommodate the growing waiting list of students and families will not affect DANN's Board composition, their roles, responsibilities, the Board's development priorities,

or the relationship to individual campuses. This is the same governance structure used throughout the Doral network when additional campuses are developed.

(b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

The seven (7) Board Members of Doral Academy of Northern Nevada (DANN) bring diverse skillsets from their professional fields including administrative, business operations, finance, legal, and educational qualifications to the DANN Board.

- Board Chair Alicia Lerud, is the Clerk of Court & Court Administrator for the Second Judicial District
  Court in Washoe County and previously served in the Attorney General's Office. She is a passionate
  supporter of programs that educate youth about civic involvement and community contributions.
- Board Vice Chair, Indra Winquest, has extensive experience working with public boards as the Director of Parks & Recreation for the Incline Village General Improvement District, has operational and capital budgeting experience as well as project management, managing the annual IVGID Parks and Recreation budget of \$6.8 million, with twenty full time staff and up to 250 seasonal staff.
- Board Treasurer Bob Lucey has served as Washoe County Commission Chair since 2020 leading the policy development for the 470,000 residents. Lucey serves as the chair of the Regional Transportation Commission, the Reno-Sparks Convention and Visitors Authority, and the Community Homelessness Advisory Board. Lucey's extensive legislative experience includes serving as the vice president of the Nevada Association of Counties, the Washoe County Federal and State Legislative liaison, and is the vice-chair of the Policy Steering Committee on Transportation for the National Association of Counties.
- Board Secretary, Adam Kramer, is the CEO of Ledger 8760 Inc., and formerly the Executive Vice President
  of Strategy for Switch and is very involved in the community serving on the boards of Renown Health, the
  Governor's Office of Economic Development, University of Nevada Reno Foundation Board of Trustees,
  and EDAWN (Economic Development Authority of Western Nevada) in Nevada.
- Board Member Danielle Cherry is a founding Board member of the school and owns a non-profit and political fundraising firm creating initial and ongoing finance plans and managing expense reports. Cherry also has Government administration experience, and has extensive school start-up experience as a founding board member and parent engagement coordination, leading to the DANN charter school since its inception.
- Board Member Leslie Hermann was the K-12 Principal of all three public schools in Incline Village for her career, Assistant Principal at McQueen High School from 2001-2013, and now serves as a consultant with the Dave & Cheryl Duffield Foundation. Hermann brings experience working with at-risk students and leading instructional alignment of elementary, middle and high school levels.
- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.

Each board member will continue to receive four (4) hours of professional development annually, which will include, but not be limited to, attendance at the National Charter School Conferences to learn about best practices, involvement in the Charter School Association of Nevada, and other training of fiscal management for nonprofit organizations. As DANN expands, the Board will receive training to understand the performance dashboards provided to enable the board to maintain appropriate oversight over the financial, operational, and academic performance of every campus. Furthermore, if necessary, the DANN Board will receive additional professional development necessary to help guide them through the necessary elements of any corrective action plan it develops to address underperformance.

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(d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

Article 3 of the Governing Board's Conflict of Interest policy states the following for identifying and addressing a conflict of interest.

- 1. *Duty to Disclose* In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
- 2. Recusal of Self Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
- 3. Determining Whether a Conflict of Interest Exists After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
- 4. Procedures for Addressing the Conflict of Interest:
  - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
  - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - c. After exercising due diligence, the Board or Executive Committee shall determine whether DANN can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
  - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in DANN's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
- 3. Organization charts and decision-making authority:
  - (a) Provide the following organizational charts:
    - (i) Current

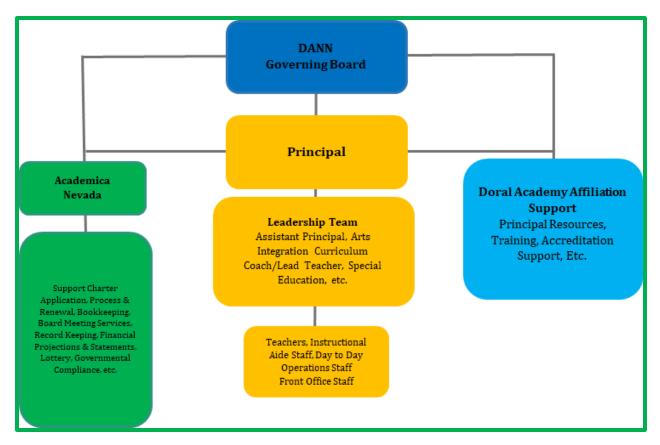


Figure 10: Current Organizational Chart

(ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

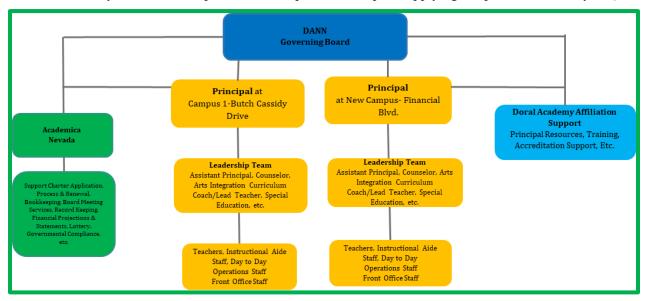


Figure 11: Visionary Organizational Chart

(iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

Based upon developing community needs and in accordance with the SPCSA's strategic plans, once the second campus is fully established, DANN will likely seek an amendment within the next 4+ years to extend the guiding principles of community involvement, creative expression, and academic excellence unique to its arts-integrated education model to incorporate enrollment of high school grades.

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the Governing Board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the Governing Board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable*.

The expansion to an additional campus will not alter the organizational structure or decision-making within 6 years other than to have full enrollment and full administration and staff hired. The board will govern the existing K-8 campus on Butch Cassidy, as well as the proposed second campus on Financial Boulevard.

- 4. Describe the proposed organizational model; include the following information:
  - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment 9**)

The Governing Board will hire and oversee the new school principal. The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the Board's operating policy and in compliance with state and federal guidelines for the school's operation. The Principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities and internal financial controls, etc.

The Governing Board of DANN receives support through its affiliation with Doral Academy, Inc. for things such as curriculum, professional development for the principal and teachers, model oversight, educational software, technology systems, and data platform. The board contracts with Academica, who is responsible for support services such as bookkeeping, board meeting support, record keeping, financial projections, governmental compliance, charter renewal process, and other supports.

The new school site will not have a regional or executive director. The Principal of the new school will report directly to the Governing Board.

Please refer to *Attachment 9 – Job Descriptions* for an overview of the job descriptions for shared/central office roles of the newly proposed campus.

b) Resumes of all current leadership (provide as an Attachment 10).

Resumes and board information for any new board members are submitted to the SPCSA immediately upon their appointment to the board. Existing Board members' resumes are included as *Attachment 10 – Current Leadership Resumes*.

The instructional leader for the new campus has not been identified at this time. Thus, current DANN Principal Angela Orr will serve as an administration representative until a principal is selected, and her resume is included as *Attachment* 10 – *Current Leadership Resumes*.

c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment**\_\_\_)

The instructional leader for the new campus has not been identified at this time. Therefore, this question is not applicable.

- 5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - a) School leadership;
  - b) School business operations and finance;
  - c) Governance management and support to the Board;

- d) Curriculum, instruction, and assessment;
- e) At-risk students and students with special needs;
- f) Performance management; and
- g) Parent and community engagement.

The new school's leadership team has not been identified at this time. *Attachment 9 – Job Descriptions* provides the qualifications and experience the Governing Board will be looking for in the new principal. Until such time as a permanent principal for the new campus can be hired, DANN Principal Angela Orr will be overseeing the opening of the new school and serve as mentor/lead Principal for the new leadership team. DANN has significant leadership, operations, and instructional expertise in their current principal and assistant principal. Angela Orr has been Principal at Doral since 2019 and brings nearly two decades of educational experience, board governance knowledge, engagement with parents and community members, and curriculum expertise, most recently as the Director of Curriculum & Instruction: K-12 Social Studies for Washoe County School District. She is also the Founding Board Member & Treasurer of Nevada Center for Civic Engagement, the Founding Board Member, Treasurer & Instructional Specialist of Learning Forward Nevada, and was an Instructional Specialist/Project Director, Nevada Teaching American History Project. Principal Orr has built her career on creating and facilitating rigorous professional development courses and conferences for teachers, creating and disseminating award winning curriculum and resources, and collaborating across districts, schools, and organizations to improve education in Nevada.

Additionally, Dr. Nicolette Smith who has been Assistant Principal at DANN since 2020 brings capacity in all of the areas listed. Following her tenure as a classroom social studies teacher in Washoe County School District, Nicolette served as a K-12 Literacy Professional Learning Facilitator for the Northwest Regional Professional Development Program for seven years facilitating several programs, including cohorts for National Board Certification, Teacher Leadership and Understanding By Design. Asst. Principal Smith also has her National Board Certification and completed her doctorate in Organizational Leadership with the emphasis in K-12 education in 2017. Born in South Africa, Nicolette immigrated to the United States as a child with her family.

Regarding governance management and support, the board contracts with Academica. Academica primarily provides shared centralized support services including, but not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Assist the Board in renewing the school's charter.
- 6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment 9**).

Through the Doral Academy Inc. Affiliation, the school leader will receive coaching and training regarding the Doral Academy Inc. Instructional Model and will also engage in collaborative training and coaching with Doral Academy of Nevada (Las Vegas). The main focus of the collaboration will be on how to implement the Doral Academy Curriculum Model, including the unique arts-integration educational philosophy, as well as regular communication regarding the model. During the start-up period, the DANN Expansion Campus principal will work in correlation with the current DANN campus to receive training.

The Governing Board's minimum qualifications for selecting a principal include a Master's Degree or higher from an accredited college or university, and a minimum of five years school experience, and three years as an assistant principal or principal. Please refer to *Attachment 9 – Job Descriptions* for an overview of the competencies used for the selection and evaluation of the new school leader.

7. Explain your school leader's role in the successful recruitment, hiring, development, and retention of a highly effective staff.

Once DANN's school leader is selected he/she will be responsible for hiring, creating a development plan, and retention to build out a team of qualified personnel to execute DANN's Mission and Visions. The DANN Governing Board will provide direction and Academica will provide administrative support such as coordinating travel to recruitment fairs, listing job postings, background and licensure checks, etc.

Once the school leader has identified qualified personnel, he/she will ensure appropriate professional development is provided through a pre-service week prior to the school opening to make sure all personnel are prepared to educate students in the targeted community. The school leader will be responsible for fostering a culture of equity, collaboration, and communication that allows both teachers and students to thrive. Additionally, the school leader and board will work together to provide competitive compensation and benefits packages to assist in the retention of high quality educators.

8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

Through the Doral Academy Inc. affiliation and other Doral School Administrators at Northern Nevada and Southern Nevada, we will provide instructional guidance and school culture guidance through Professional Development for DANN's administrative team.

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

DANN's administrative leadership team will be put together strategically to ensure that there is a wide array of expertise. In addition, DANN will build the capacity of its faculty by empowering teachers to provide PD to their colleagues once they become trained in specific tools such as arts-integration strategies.

#### **LEADERSHIP FOR EXPANSION**

The Leadership for Expansion section is not applicable because Doral Academy of Northern Nevada will not be hiring a network leader. Each campus principal will report directly to DANN's Governing Board.

- a) Describe the operator's current or planned process for recruiting and training potential network leaders.
   Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole.
   If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment**\_\_\_). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an Attachment\_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

## **STAFFING**

a) Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

# Sample Excerpt — Complete using Excel file

Y	/ear	2022-23	20023-24	2024-25	2025-26	2026-27	2027-28
<b>Management Organization Positions</b>	Management Organization Positions						
Complete this form using the Excel file							
[Specify]							
[Specify]							
[Specify]							
[Specify]							
[Specify]							
[Specify]							
[Specify]							

Please refer to Attachment 11 - Enrollment & Staffing Charts.

#### **HUMAN CAPITAL STRATEGY**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.* 

a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

DANN understands the importance of ensuring a high quality, committed, and consistent staff of teachers and leaders. As such, the school has specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. DANN's expansion campus principal will be responsible for staffing selections. The principal will use multiple means by which to identify qualified staff including attending recruitment fairs, posting on job sites, etc. The expansion campus principal's specific personnel service goals are as follows:

- Recruit, select, employ, train, and retain the most qualified personnel available to staff the school. DANN
  will seek to recruit staff that have training, education, or actual experience in working with at-risk student
  populations.
- 2) Provide equal employment opportunities for all candidates for positions in accordance with DANN's Non-Discrimination Policy.
- 3) Develop high quality human relationships conducive to high levels of staff performance and satisfaction.
- 4) Interview committees may consist of members of the personnel committee, principal, other staff members, and others appointed by the principal.
- 5) Develop and manage staff compensation, leave, and benefit programs in ways that attract and retain qualified employees.
- 6) Manage the development and updating of job descriptions by appropriate administrators.
- 7) Oversee an employee evaluation program that contributes to the improvement of staff performance and professional development.

8) Administer contracts and personnel policies with the aim of safeguarding good relations between the board and its staff.

DANN's Governing Board will utilize administrative support from Academica to help coordinate the recruitment for a new campus principal. Once hired, the new DANN expansion campus principal will be responsible for recruiting, hiring, and developing teachers. The principal will use multiple means by which to identify qualified staff including attending recruitment fairs, posting on job sites, etc.

DANN supports the development of high quality teachers with strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring. DANN is committed to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity, and critical thinking. To achieve this goal, the school must attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. DANN will develop a recruiting plan that identifies and hires effective teachers who have experience working with or a desire to work with atrisk students. DANN will then provide the professional development and compensation plans necessary to ensure a high retention rate.

- b) **Leadership Pipeline:** Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school's philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.

DANN supports staff to develop into leaders and does so through providing professional development and supporting certification in educational leadership. A member of the administrative team will oversee, coordinate, assist, and monitor the staff development process. The Educational Leadership Reimbursement Program cultivates and develops future school leadership. Under this program, full-time certified teachers who have been teaching for at least three (3) years, have been teaching at DANN for at least one (1) year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement of graduate level courses required to obtain state certification in educational leadership. Preliminary approval for educational leadership tuition reimbursements will be granted at the sole discretion of the principal.

Because DANN believes in promoting from within, consistently effective staff members are encouraged to apply to the Doral Leadership Institute. This institute is designed to create a leadership pipeline into charter schools. Modules are covered in the institute which focus specifically on leadership within a charter school network and include:

- Effective Leadership
- Human Resources
- Positive School Culture
- Budgets and Fiscal Responsibility
- Effective School Operations
- Special Programs
- School Safety
- Community Partnerships and Public Relations
- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will

be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.

Professional development will be offered prior to the opening of the DANN expansion campus. At that time, the administrator and identified school staff will receive professional development in DANN's Mission, Vision, and in fundamental components of Arts Integration. This training will be led by Doral Academy instructional leaders. In the train-the-trainer model, the Nevada instructional leaders will be able to provide training and support to the teaching faculty at DANN. All DANN faculty will receive one to two weeks (at minimum) of on-site professional development prior to the inaugural school year.

Each school year, DANN's Principal will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize ongoing professional development. DANN will provide, at minimum, professional development training in the following areas: DANN's Mission and Vision; Opening of School Procedures; Data Driven Decision Making; Positive Behavioral Support; Serving Exceptional and Educationally Disadvantaged Students; Differentiated Instruction; Technology; and Safety and Security. Additionally, the staff will receive professional development on applicable Federal, State, and other applicable laws, regulations, and policies. (e.g., Safety Training, OSHA Requirements, Blood Borne Pathogens, etc.).

DANN will provide annual professional development to aide in the curriculum delivery, specific to the school's mission and vision including, but not limited to:

- Arts-Integration Instructional Methods DANN will receive PD on two school-wide Arts Instructional
  Strategies / Methods annually. Additionally, Teachers will receive professional development on other
  instructional best practices based on their needs identified in the survey, including, but not limited to:
  Scaffolding, Inquiry-Based Learning, Project-Based Learning, Cooperative Learning, Teacher Modeling,
  Group Practice, Modeled Writing, Learning Strategies, etc.;
- Opening of Schools Policies and Procedures Training all personnel will participate in policy and procedures training (conducted by Principal and Lead Staff);
- DANN's Mission, Vision, and Educational Philosophy;
- Data-Driven Decision Making an interactive workshop to teach faculty how to use specific performance indicators to identify student needs and target instruction;
- Curriculum Implementation by Grade Level / Subject / Specialty teachers will participate in school-wide and grade level / department training throughout the school year related to curriculum implementation;
- Serving Exceptional and Educationally Disadvantaged Students teachers will receive professional development on working with students with special needs. This will include, but is not limited to: Differentiated Instruction for at-risk learners, Special Education students, and Gifted and Talented Students; and Sheltered Instruction Content Model for ELL students. WIDA Screening and Assessment professional development will be provided to identify faculty. Based on the student population and faculty survey, additional training may be offered to support the needs of the student body;
- Differentiated Instruction teaches faculty how to differentiate and individualize instruction in order to create effective targeted instructional lesson and tutoring to increase student achievement and maximize instructional time;
- Positive Behavioral Support this training will ensure that teachers have the necessary strategies to implement classroom intervention strategies (Tier 1-3);
- Check-In / Check-Out this training will instruct teachers on the "Check-In / Check-Out Mentoring System";

- Technology teachers will participate in hands-on technology workshops to learn how to integrate
  technology into the classroom. The purpose is to ensure schools are growing with technology to ensure
  students and teachers are prepared for the expectations of the 21st century and national technology
  standards; and
- Safety and Security this training will include daily safety procedures, the school safety plan, and Crisis Prevention Institute trainings (CPI). Safety trainings, such as blood borne pathogens, will be offered to meet Occupational Safety and Health Administration (OSHA) requirements.
- d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?

In line with best practices, the Principal shall administer reviews and evaluations of teachers and staff members annually. The evaluations will comply with NRS 391.650, et seq., as applicable. The Principal should help each staff member to develop a professional development plan and set goals that support the school's mission and goals. The Principal is expected to facilitate best practices in teacher development, such as establishing procedures and expectations for peer and coaching observations, and developing mentoring teams. The Principal will also observe the staff in day-to-day activities to determine strengths and areas of deficiency, and if necessary, the appropriate remediation. The Principal's goal is to provide regular performance feedback to staff members including, but not limited to, constructive remediation, problem-solving support, and recognition for exemplary performance, formal, and informal evaluations.

All employees will be observed on an ongoing basis by the Principal using both formal and informal observations. Formal observations may include a pre-observation conference as well as a post-observation feedback session. First and second year teachers will have at least two formal observations per year. All teachers will have at least one formal observation per year.

# Formal Evaluations - First Year Employees, Alternative Teacher Licensure, and Induction

For all first year employees and any teacher who has not received their Professional Teacher License, there shall be two formal reviews (one in each semester of the school year). This includes employees in the Alternative Teacher Licensure program. The formal evaluation will review the employee's self-assessment, job description, areas of responsibility, areas of improvement, progress toward goals, and plan for improvement. The formal evaluation shall include a plan for completing the requirement for the Professional Teacher License (if appropriate) and documenting any concerns. At that time, the Principal may inform the employee whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by the employee and Principal, and copies placed in the employee's professional portfolio and personnel file.

## Formal Evaluations - Returning Employees

For returning staff members, there shall be a minimum of one formal review six months after the start of the year. The formal evaluation will provide an opportunity to review progress toward the employee's professional development plan and goals. In addition, the employee may provide feedback to the Principal on the Principal's job performance. At that time, the Principal may inform the employee whether the school intends to continue employment for the subsequent school year. Results of the formal evaluation will be put in writing, signed by the employee and Principal, and copies placed in the employee's personal portfolio and employment file.

## **Response to Observations and Evaluation Findings**

All employees shall have the right to make written objections to the observations or review finding within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

e) **Compensation**: Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high-quality staff

and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools, and local districts, as applicable.

The Governing Board strives to provide salaries and benefits competitive and comparable to other charter and district schools. In addition, the board works to ensure additional benefits such as retention bonuses, holiday bonuses, tuition reimbursement, and PTO "cash out" are available as further incentives to recruit and retain high quality staff.

The expected salary ranges for new campus expansion employees are as follows, depending on education, experience, and funding:

- *Principal* \$100,000/year Develop and implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- Assistant Principal \$80,000/year Develop and implement the total school program by assisting the principal in the overall running of the school.
- Counselor \$50,000/year Act as advocates for students' well-being and as valuable resources for their educational advancement.
- *ELL Coordinator* \$55,000/year Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols and procedures.
- *Classroom Teachers (Core)* \$44,100/year Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.
- Classroom Teachers (Special) \$44,100/year Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.
- Special Education Teachers \$44,100/year Prepare and educate students with a wide range of learning
  disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are
  met.
- Office Manager \$45,000/year Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.
- Registrar \$40,000/year Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.
- *Teacher Assistants* \$13.00/hour Reinforce lessons presented by teachers as well as assist teachers with recordkeeping.
- *Clinic Aide* \$14.00/hour Renders basic first aid to students and performs health-related records and data file management duties.
- *Receptionist* \$14.00/hour Greet visitors, parents, and students, while facilitating communication within the school and assuring records and schedules are kept up to date.
- Campus Monitor / Custodian \$25.00/hour Supervise and monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.
- Cafeteria Manager \$13.50/hour Responsible for planning, managing, and supervising a small food service facility (cafeteria).

Please refer to *Attachment 5 – Budget Narrative*, for further information.

#### **SCALE STRATEGY**

a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.

Doral Academy of Northern Nevada will implement the same model that Doral Academy of Nevada (Las Vegas) has used in the development of their additional sites. This model includes utilizing resources including existing Principals, Doral Academy, Inc., Academica, and local community partners. Doral Academy's partners can be used by the board as a resource to help identify a new school administrator and provide professional development for new staff.

Once the new principal is identified, he/she will work with the current DANN principal to make sure that they are familiar with expectations of recruitment, professional development, and procurement of curriculum. Academica staff will also work with the new principal to procure all furniture, fixtures, equipment, technology, etc. Academica has worked with organizations such as Somerset Academy, Pinecrest Academy, SLAM Academy, and Mater Academy to open new sites in both the Las Vegas and Reno areas.

b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.

DANN does use an EMO, Academica. However, although Academica supports charter schools across several states, Academica has operated in Nevada since 2011 and already supports five (five) high-performing, organizationally sound, and financially prudent charter schools across twenty-four (24) campuses in Nevada. DANN anticipates that the efforts made by Academica to scale operations for other schools will be similar. Academica has already been able to assist DANN, Pinecrest Academy of Northern Nevada, and Mater Academy of Northern Nevada in identifying sites, procuring facilities and equipment financing, recruiting staff, enrolling students, creating marketing materials, and providing training on school policies and procedures.

c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

The new campus will maintain the same mission and vision of the other DANN campus and the school leader will receive coaching and training regarding the Doral Academy instructional model. The principal will also receive support and training from Doral Academy, Inc. and other Doral Academy partner schools.

d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.

Academica primarily provides shared centralized support services including, but not limited to, the following:

- Assisting the Board in creating budgets and financial forecasts;
- Monitoring and assuring compliance with all state reports;
- Assisting the Board in locating and securing a school facility;
- Maintaining the financial books of the school;
- Assisting with systems development;
- At the Board's direction, preparing agendas and posting notices of all board meetings;
- Providing human resources-related services such as dispute resolution; and
- Contract preparation and review, and technology training.

management or operation of the school with either a for-profit or non-profit education management organization.

The addition of an additional K-8 campus will not affect or alter DANN's current contract with Academica in terms of costs or services to be provided, but would replicate it for the additional school.

f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Table 15. Decision-Making Responsibilities

Function	Management Org Decision-Making	Network Leader Decision-Making	Board Decision- Making	Campus Leader Decision-Making
Performance Goals	Academica does not set school-based Performance Goals.	N/A	The Board and principals set annual goals to address student performance and organizational management.	DANN Administrators set quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance.
Curriculum	Academica works with the School's administration to procure curriculum.	N/A	The Board delegates the identification of curriculum to principals. The Board will verify that all curriculum purchased by the school are aligned with state/federal requirements.	Based upon teacher and student feedback and student performance data the Administration is in charge of aligning curriculum to ensure success.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	N/A	The Board participates in professional development annually.	A member of the Administrative team will oversee, coordinate, assist, and monitor the staff development process. The administrative team will be responsible for collaborating with Doral Academy Inc. for joint professional development and training.

Data Mgmt & Interim Assessments	Academica works to identify and procure data management systems for the school.	N/A	The Board oversees that data management is being compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the school.	The administration will determine the best possible interim assessment systems to use for the progression of their students. The school administration and teachers will be responsible for interpreting the data and setting individual campus goals.
Promotion Criteria	Academica assists, if requested, in making suggestions to the Board in creating promotion criteria that is used in successful charter school systems throughout the country.	N/A	The Board has adopted a Pay for Performance model that includes input from the administration and teachers.	The administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff.
Culture	At the direction of the Board, Academica will assist to create a school culture survey and disaggregate the data to be presented to the Board annually.	N/A	The Board adopts policies and procedures to help create a culture that fosters the Mission and Vision of Doral Academy of Northern Nevada.	School leadership teams will lead in a way to promote a healthy and enjoyable school environment for their teachers, students, and parents.
Budgeting, Finance, and Accounting	Academica is responsible for developing the school's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the school maintain financial viability. Academica is responsible for bookkeeping and monitoring the school accounts to keep the school within their budget. Academica helps conduct and	N/A	The Board oversees all aspects of the fiscal management of the school. The Board's Treasurer specifically is responsible for reviewing and approving school financials. The Board has adopted a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The school principal will oversee portions of the budget such as expenses related to curriculum, office supplies, printing, copiers, travel, etc. The principal will review their budget with Academica on a monthly basis.

	assist the Board's			
	chosen accounting			
	firm in their annual			
	audit.			
Student Recruitment	Academica assists the Board and the administration to develop and implement recruitment plans, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	N/A	The Board will develop a campus budget in their start- up year for marketing and student recruitment. If the school is unable to attain the full enrollment, funds will be allocated for student recruitment.	The principal and administration are responsible for attending events to help recruit students. The principal is instrumental and a focal point in recruiting students during start-up and operational years of the school.
School Staff Recruitment & Hiring	Academica assists the Board if requested to help identify candidates for principal positions. Academica, if asked, will assist with principal searches by conducting a national recruiting campaign.	N/A	The Board develops and reviews specific personnel polices to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the new campus's principal.	The school principal and school administration will interview and hire all teachers and support staff. The school principal and school administration will attend teacher recruitment fairs if needed.
HR Services (payroll, benefits, etc.)	Academica, at the Board's request, will identify and recommend a third-party payroll company. Academica is a school resource for questions or issues related to payroll and benefits. Academica will help the Board and school administration with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students, and parents.	N/A	The Board chose a third-party payroll company to contract with for the processing of DANN payroll.	The office staff, school principal, and administration will serve as a HR resource to their teachers and staff. The school administration will work with Academica to make sure that HR policies and procedures are followed correctly.
Development/ Fundraising	Under the direction of the Board, Academica will use their resources to find development/financial groups to work with	N/A	With the assistance of the administration and Academica, the Board will fundraise through	The school administration will assist the Board in its development and fundraising efforts.

	the school.		its relationships in	
	Academica will be a resource to the Board in the development phase as they have opened more than 100 schools across the		the community. The Board will decide which development groups they will deal with for the building of a	
	country.		facility.	
Community Relations	Academica assists the Board and school administration with public relations and planning events within the community.	N/A	The Board builds relationships with groups and organizations in the community that support Doral Academy of Northern Nevada's vision and mission.	The school administration will network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the Board's request, helps the Board identify a third-party IT service provider.	N/A	The Board chose a third-party IT company to contract with for IT services.	The principal is responsible for reviewing the service provided by the IT company.
Facilities Management	With input and approval from the school principals and Board, Academica manages third-party contractors for the maintenance and repair of DANN's facility.	N/A	In compliance with all public-bidding laws, the Board selects vendors.	The school principal will have staff notify them of any facility concerns. The school principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations.  Academica is responsible for procurement of the school's furniture, fixtures, and equipment.	N/A	In compliance with all public-bidding laws, the Board selects vendors.	The school principal gives feedback to the Board and Academica regarding the quality of service provided by vendors, and will contact Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	Academic Nevada will help identify a third-party Student Support Organization.	N/A	The Board allocates resources to the school budget for	The principal will develop programs to assist students in overcoming

			student support services.	personal concerns and academic deficiencies that could impair their ability to succeed as students.
Other operational services, if applicable	N/A	N/A	N/A	N/A

The administration at DANN and MANN have a strong collaborative relationship and have participated in joint trainings across a variety of topics. In addition, the current Assistant Principal of DANN, Dr. Nicolette Smith, was formerly the Assistant Principal of MANN. Dr. Smith has brought a deep background in curriculum and serving English Language Learners to the DANN community and will be a key resource for the new school.

#### STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

a) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

DANN is committed to serving students that are reflective of the community in which the school is located. DANN will market via multiple modes to ensure that all families are informed of their educational options. To reach the school's target student population, DANN's primary marketing will be focused on the areas in the target ZIP codes of 89502 and 89431 as well as the adjacent ZIP codes. DANN will use multiple marketing strategies to provide equal access to interested students and families.

DANN will engage in a grassroots recruitment campaign to ensure parents and students are aware of the new choice program and their eligibility to apply. A grassroots marketing campaign will include: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach. As there is a high percentage of ELL students in the target community, DANN will print marketing materials in both English and Spanish. Marketing materials will also include inclusive language for students with disabilities. DANN will post flyers in local public facilities, and other locations of public access. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Unless a prior waiver is provided by SPSCA, mailers will be distributed to the target community notifying them of the enrollment period in compliance with Senate Bill 208.

b) Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced-priced lunch both as a school and in comparison, to the school's current zoned schools.

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DANN is committed to serving students that are reflective of the community in which the school is located. The location of the proposed DANN expansion at 1315 Financial Blvd, Reno, NV 89502 is in central Reno and will serve a student community that is reflective of the overall WCSD community. This local community also has a higher free and reduced-price lunch population than the existing DANN location at 3725 Butch Cassidy Dr. Reno, NV 89511.

c) Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>15</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

As the first charter school in Nevada to implement a weighted lottery, DANN is committed to serving a student population representative of the community and ensuring student recruitment methods are inclusive for reaching at-risk families. Importantly, DANN expects the implementation of its weighted lottery from the inception of this expansion campus will be effective in accomplishing the desired impact to enable DANN to provide its unique arts-integrated education model to a larger percentage of historically underserved students in Washoe County who qualify for free or reduced-price lunch.

DANN's expansion campus will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that "harder-to-reach" families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes the school website, social media such as Facebook, flyers, direct mailers, flyers with Doral families advertisements in varying English and Spanish media, building relationships with community groups, and a "door to door" approach. Marketing materials for DANN will target all students with inclusive language for at-risk students and students with disabilities. DANN will post flyers in local public facilities such as the post office, community centers, and other locations of public access. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment. Unless a prior waiver is provided by SPSCA, mailers will be distributed to the target community notifying of enrollment period in compliance with Senate Bill 208.

d) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

If approved, DANN plans to commence operations in the 2023-24 school year. Open enrollment shall commence in January 2023 beginning at 12:01 a.m. and continue through February 2023 until 11:59 p.m. A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child's acceptance into DANN through the computerized lottery program. The Office for Civil Rights (OCR) enforces federal statutes that prohibit discrimination in programs and activities that receive federal financial assistance from the Department of Education.

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See <a href="http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf">http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf</a> for one possible approach in this evolving area of charter school policy.

DANN is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability, or any other protected status in accordance with all applicable federal, state, and local laws.

e) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

The Board and Principal will strive to attain the targets as set forth in the enrollment tables shown below. Target reenrollment for DANN in year two will be 95%. DANN will use the re-enrollment percentage as a baseline and set corresponding goals to address subsequent years. Target enrollment and re-enrollment percentages were determined by a market analysis.

f) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

During the beginning of the year professional development and the last professional development session prior to the beginning of the open enrollment period, staff will be trained by the Principal about the legal requirements of charter school enrollment as set forth in NRS <u>388A.453</u>, <u>388A.456</u>, and <u>388A.459</u>. In addition, the school will post information about enrollment as well as a FAQ document regarding the weighted lottery to ensure staff can share that information with interested families.

g) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

DANN will consistently focus on student recruitment by hosting events on DANN's campus that are welcome to all community members, collaborating with the Charter School Association of Nevada on any charter school fairs it decides to host in Northern Nevada. Vacancies in existing grades will be filled according to the enrollment priorities and positions following each year's open enrollment lottery and/or weighted lottery.

- h) Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.
  - 1) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) Complete using Excel file "RFA Staffing and Enrollment Worksheets."

Table 16.	Break Even	Budaet Sc	enario

Grade Level	Number of Students						
	2023-24	2024-25	2025-26	2026-27	2027-28		
Pre-K	-	-	-	-	-		
K	97	97	97	97	97		
1	101	101	101	101	101		
2	101	101	101	101	101		
3	101	101	101	101	101		
4	76	101	101	101	101		
5	52	79	105	105	105		
6	-	120	120	120	120		
7	-	-	120	120	120		
8	-	-	-	120	120		
Total	528	700	846	966	966		

2) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions) Complete using Excel file "RFA Staffing and Enrollment Worksheets."

Table 17. Planned Enrollment Budget Scenario

Grade Level	Number of Students						
	2023-24	2024-25	2025-26	2026-27	2027-28		
Pre-K	-	-	-	-	-		
K	100	100	100	100	100		
1	104	104	104	104	104		
2	104	104	104	104	104		
3	104	104	104	104	104		
4	78	104	104	104	104		
5	54	81	108	108	108		
6	-	124	124	124	124		
7	-	-	124	124	124		
8	-	-	-	124	124		
Total	544	721	872	996	996		

3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file "RFA Staffing and Enrollment Worksheets."* 

Table 18. Maximum Enrollment Budget Scenario

Grade Level		Number of Students						
	2023-24	2024-25	2025-26	2026-27	2027-28			
Pre-K	-	-	-	-	-			
K	105	105	105	105	105			
1	109	109	109	109	109			
2	109	109	109	109	109			
3	109	109	109	109	109			
4	82	109	109	109	109			
5	57	85	113	113	113			
6	-	130	130	130	130			
7	-	-	130	130	130			
8	-	-	-	130	130			
Total	571	756	914	1,044	1,044			

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.

The proposed enrollment growth plan demonstrates the desire of DANN's Governing Board to open with a "slow-growth" model, which will assist the school in ensuring all incoming students acclimate to the DANN educational model and, most importantly, that they are able to perform at grade-level by the end of the school year. This growth model will ensure adequate resources provide a robust system of student support for at-risk subgroups including, but not limited to, ELL students, students in need of Special Education Services, and Gifted and Talented students. In this manner, DANN hopes to proactively address many of the organizational and academic challenges that typically come with serving the anticipated student demographics.

b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed

to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

Doral Academy of Northern Nevada plans to open in 2023-2024 with 544 K-5 students, based on ensuring adequate resources to provide a robust system of student support for at-risk populations such as, but not limited to, ELL students, students in need of Special Education Services, and Gifted and Talented students. Bringing together the resources involved to successfully implement the vast network of data and behavioral resources to support student achievement requires the critical mass set forth in DANN's initial enrollment plans. In addition, as this is a replicated model that has already achieved great success in Nevada, DANN's current administrative team will be able to support the new school principal and school administration to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

This question is not applicable since the newly proposed campus is only opening with grades K-5 and therefore only 124 students will matriculate into the 6th grade during the school's second year of operation. Additionally, the success of the current DANN campus is a proven track record in successfully opening schools in the Reno/Sparks area.

#### **BOARD GOVERNANCE**

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate "No change from original application or most recent amendment. See attached."

a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The addition of a new campus will not affect or alter DANN's current governance philosophy. Therefore, this question is not applicable.

b) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The addition of a new campus will not affect or alter DANN's current governance philosophy. Therefore, this question is not applicable.

c) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment**\_\_\_). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.

The addition of a new campus will not affect or alter DANN's current governance philosophy. Therefore, this question is not applicable.

d) Provide, as part of **Attachment**\_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.

The addition of a new campus will not affect or alter DANN's current governing body. All information sheets and resumes of any new members to the Board since the last correspondence with this agency have been provided. Therefore, this question is not applicable.

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e) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

The addition of a new campus will not affect or alter DANN's current ethical standards and procedures for identifying and addressing conflicts of interest. Therefore, this question is not applicable.

f) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

There are no identified existing relationships known by DANN that could pose actual or perceived conflicts at this time, but to the extent these arise, DANN will adhere to its conflict of interest and code of ethics policies to prevent and mitigate any perceived conflicts.

g) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

The Governing Board has had a consistently diligent and committed team of highly qualified volunteers since its inception from a variety of relevant fields. DANN's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. The board's turnover to this point has been mostly a result of natural transitions in Board member families. When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements, and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website and through direct communication, such as email, letters, etc., to parents of enrolled students.

In order to increase capacity of the Governing Board, all board members are required to attend a yearly board retreat where the goals of the board are evaluated and further defined. A board self-evaluation is conducted at that time where the performance of the board is critiqued. The board's goals include four (4) hours of professional development, two (2) of which must be related to their office on the board, if applicable. Lastly, the board conducts a board visit day at least once every academic year. During this time, board members visit classrooms; talk with the faculty, staff, and students; and become familiar with current school concerns.

h) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

The addition of a new campus will not affect or alter DANN's current orientation or training for new board members. Therefore, this question is not applicable.

i) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The addition of a new campus will not affect or alter DANN's current working relationships prescribed. Therefore, this question is not applicable.

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j) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The addition of a new campus will not affect or alter DANN's current advisory bodies. Therefore, this question is not applicable.

k) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

The addition of a new campus will not affect or alter DANN's current grievance policy. Therefore, this question is not applicable.

What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

The addition of a new campus will not affect or alter DANN's current goals for establishing board accountability. Therefore, this question is not applicable.

Goal	Purpose	Outcome Measure

#### **INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened)

a) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment 12**.

## Please refer to Attachment 12 – Incubation Year Planning Table.

b) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

DANN Principal Angela Orr will serve as a mentor and system-wide lead principal assisting in the initial search for a principal for the second K-8 campus.

DANN will be looking to identify an individual that has experience working with at-risk students, and especially ELL students. Once hired by the board, the principal will immediately receive training from Doral Academy, Inc. and the current campus. The central focus of the training will be on how to implement the Doral Academy educational philosophy. The principal will receive a multi-day training in Florida from Doral Academy, Inc. administrators, as well

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as weekly communication regarding the implementation of the Doral educational model and other issues involved in opening up a new campus, including, but not limited to, student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. Training will intensify and be extended to all teachers during July and August 2023 immediately before school starts.

c) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

The school principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The school principal will be responsible for recruiting staff, recruiting students, and identifying pertinent curriculum, furniture, fixtures, and equipment. Depending on whether the school principal is being promoted from within the Doral system or is coming from outside the system, the Board will negotiate compensation for that person on an individual basis. Academica representatives will be responsible for supporting the school principal in the start-up period of the school.

#### **SCHOOL MANAGEMENT CONTRACTS**

This section is "Not Applicable" because Doral Academy of Northern Nevada does not intend to amend an existing management contract or enter into a new one with a for-profit or non-profit management organization.

Indicate "Not Applicable" if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

- a) How and why was the EMO or CMO selected?
- b) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- c) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- d) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
  - 1. Please provide the following in **Attachment**: A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
  - 2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  - 3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
  - 4. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  - 5. Provide a brief overview of the EMO/CMO's history.

- 6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

#### **SERVICES**

a) Provide Attachment 13 describing how the school leadership team will support operational execution.

Please refer to Attachment 13 - Operational Execution Plan.

b) Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.

The Office/Business Manager will be the primary on-site person in charge of overseeing the operational needs of the school. He/She will work closely with Academica staff who are experts in the areas listed below and will be able to provide guidance and training on best practices in managing school operations.

- c) In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

DANN will not provide daily transportation for the students to and from school. If a Special Education student who is enrolling in DANN has an IEP that has transportation as an accommodation, DANN will honor their IEP. DANN will work to partner with the RTC or WCSD, as to how to best provide this accommodation. If the school plans field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

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ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

DANN plans on providing food services at the school and anticipates participating in the National School Lunch Program (NSLP) from the inception of the school. DANN will seek to be its own school food authority and anticipates identifying and contracting with a third-party food service provider, such as the current contract with the Boys & Girls Club of the Truckee Meadows. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

iii. Facilities maintenance (including janitorial and landscape maintenance)

DANN has a multi-tiered plan for maintaining the facility:

- 1. On-Site DANN will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- 2. DANN will contract with a janitorial company to provide a cleaning service five (5) nights a week.
- 3. DANN's educational management organization, Academica, coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.
  - iv. Safety and security (include any plans for onsite security personnel)

DANN'S proposed campus will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. DANN's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.

v. Other services

The addition of a new campus will not affect or alter DANN's current process for other services. Therefore, this question is not applicable.

d) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

The additional K-8 campus will mirror the original DANN's current technology infrastructure as outlined in the existing Intellatak contract. The following list is an outline of DANN's technology infrastructure and support mechanisms:

- Internet is provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each classroom has one teacher computer and two student computers.
- Each office staff member will have a computer to utilize. There will be two computer labs and at least one laptop cart.
- DANN contracts with a service provider for support in device management and user support.
- DANN follows their Acceptable Use Policy.
  - 1. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

DANN currently partners with Academica. For the past five (5) years, Academica has provided service in Nevada. Staff is well versed managing student information using the statewide Infinite Campus system. DANN has hired a full time

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registrar who is the school wide leader in managing the system. Academica also provides registrar trainings including one specifically on Infinite Campus. Additionally, the school registrar and Academica staff attend trainings hosted by the SPCSA.

2. Data Security: SPCSA charter schools record, generate, and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

The Governing Board delegates authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board ensures student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with Nevada law. Only authorized staff and administration have access to the files. In accordance with NRS 385A.800, the school participates in an automated information accountability system and thereby uses software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The school reports data required by NRS 385A.800 to its sponsor. The school, under the auspices of the Nevada State Board of Education, uses Infinite Campus that is hosted as an Application Service Provider (ASP) by the Department of Education. The Governing Board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed.

If a charter school closes, the school shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with this policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of eighteen (18) or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, DANN complies with NRS 388.281 through 388.296 to ensure that any and all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute is enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

3. Provide, as an **Attachment 13**, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

Please refer to Attachment 13 - Operational Execution Plan.

#### ONGOING OPERATIONS

a) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

DANN treats the safety and security of its students, staff, and visitors extremely seriously. To ensure best-case outcomes for regular practices and emergencies, the Principal shall create an Emergency Management Plan developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the DANN community, but the Principal and Campus Monitor have primary responsibility over proper implementation of the Emergency Management Plan. To that end, staff and students shall receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns, and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and automated external defibrillator (AED) emergency procedures. These procedures are practiced at least quarterly and more where required by state or federal regulation. In all drills, students are expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures takes place during the summer staff training and training for students takes place during the first ten (10) days of school.

b) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

With an increased number of staff to meet the needs of the increased enrollment, the subsequent coverage and premium of DANN's insurance plan also increases. The General liability for all DANN employees is well insured under an umbrella of \$10 million.

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## **Section II: Specific RFA Sections**

## **RFA: Academic Amendments**

#### 1. RFA: Add Distance Education

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program

#### b. Targeted Plan

- i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
- ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

#### c. Distance Education Requirements

- i. Describe the system of course credits that the school will use.
- ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- iii. Describe how the school will ensure students participate in assessments and submit coursework.
- iv. Describe how the school will conduct parent-teacher conferences.
- v. Describe how the school will administer all tests, examinations, or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

#### d. Special Education

- i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
- ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

#### e. Scale Strategy

- i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
- ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

#### f. Student Recruitment and Enrollment

- i. Explain the plan for student recruitment and marketing for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.
- ii. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination?

#### g. Services

- i. Provide a description of how the school leadership team will support the distance education operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

#### h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.

#### Not applicable.

## 2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

Provide as an **Attachment**\_\_\_\_, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

## Not applicable.

## 3. RFA: Change Mission and/or Vision

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate "N/A" for any below requested response that is not applicable to your request.

## Not applicable.

## 4. RFA: Eliminate a grade level or other educational services

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### Not applicable.

#### 5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO

## a) School Management Contracts

- 1. RFAs for "entering into, amending, renewing or terminating a contract with an educational management organization" are processed pursuant to NAC 388A.575
- 2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
- 3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
- 4. Please provide the EMO's Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
- 5. How and why was the EMO selected?
- 6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
- 7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- 8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.

- 10. Provide a brief overview of the organization's history.
- 11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home, or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

#### b) Financial Plan

- 1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- 2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).
- 3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
- 4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management

decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

- 5. Submit a completed financial plan for the proposed school as an **Attachment** (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- 6. Submit, as an **Attachment\_\_\_**, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- 7. Provide, as an **Attachment**\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
- 8. Complete the audit data worksheet in **Attachment**\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**.

#### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits

#### 14) Audit Data Worksheet

- (a) Academic Performance Worksheet
- (b) Good Cause Exemption Letter
- (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.

Not applicable.

## 6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current <u>SPCSA Academic and Demographic</u> Needs Assessment.
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						
What is your projected enrollment for the years for which you are requesting an expansion?						
Year						
Enrollment						

Not applicable.

## 7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

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This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

- a. Please detail how this proposed expansion aligns to the current <u>SPCSA Academic and Demographic</u> Needs Assessment.
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

#### Not applicable.

## **8.** RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

- 1. The current academic model including current student demographics and academic performance, including performance by student group,
- 2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
- 3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
- 4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
- 5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to NRS 388A.456 and/or R131-16. If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy. <sup>16</sup>

Not applicable.

Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

## **Facility RFAs**

## 9. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

#### Not applicable.

## 10. RFA: Occupy New or Additional Sites (NAC 388A.315)

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

Please see "General Facility RFA Requirements" below.

## 11. RFA: Occupy a Temporary Facility

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### Not applicable.

## 12. RFA: Relocate or Consolidate Campuses

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### Not applicable.

# **General Facility RFA requirements**

1. Describe the school's capacity and experience in facilities acquisition and development, including managing buildout and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

The DANN board has been involved with the following facility projects:

- 2017-2018 School Opening:
  - o Entered into short term lease with South Reno United Methodist Church.
  - o Academica assisted with identification of short term facility.
- 2018-2019 New K-8 Facility Constructed:

- O School entered into lease with Boyer Development for the development, acquisition, and construction of K-8 facility.
  - Developed engaged Ethos 3 Architecture and United Construction (General Contractor)
- o 30 year lease with an early purchase option.
  - School exercised early purchase option with a private-placement bond issue to buy development from Boyer Company and fund construction.
- School opened 2 weeks behind target date.
  - Earthwork issues were encountered delaying the timing of delivery.
    - The new property will have an existing facility so this issues should not be encountered.
  - In response to the delay of construction DANN delayed opening of school by two weeks.
- 2019-2020 Facility Addition to K-8 Facility:
  - School engaged Ethos 3 Architecture and NGC (General Contractor) to build approximately 10,000
     SF addition which added needed classroom space.
  - o Sunflower Bank provided construction financing to school.
  - o Facility was turned over early before the start of the 2019-20 school year.
- August 2020
  - o School acquired K-8 facility and facility addition through an open market bond issue financing.

DANN plans to enter into an agreement with Turner Impact Capital for the development, acquisition, and construction of a new facility located at 1315 Financial Boulevard. Turner Impact Capital plans to work with Ethos 3 Architecture and Nevada General Construction for the design and construction of this project due a good record of accomplishment of delivering the facility on time and on budget.

Turner Impact Capital has a division that specifically focuses on development of charter school facilities, the Turner-Agassi Education Facilities Funds III (Turner-Agassi). Turner-Agassi identified the site located at 1315 Financial Blvd in September of 2021 as a potential development for a charter school. After conducting initial due diligence and contract negotiations with the seller, Turner-Agassi presented a term sheet to DANN for a 29-year lease with a purchase option for the DANN School Board's decision. This term sheet was reviewed and approved at the DANN School Board meeting dated November 9, 2021.

Since 2011, Turner-Agassi has developed 118 schools across fifty-eight (58) campuses in fourteen (14) states, serving over 59,000 students. You can view their portfolio of charter school development projects at <a href="https://turnerimpact.com/education/">https://turnerimpact.com/education/</a>.

2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

Turner Impact Capital (TI) will fund 100% of the acquisition and construction of the new facility. TI does not have any existing relationship with the School. TI has worked on multiple charter school developments wherein Academica has been the management organization for the School. However, there is no shared ownership or financial relationship between TI and the school's management company.

The lease will be a triple net lease wherein the school will be responsible for maintaining the facility in good condition as well as paying for property utilities. The school will work with its management company to identify and engage high-quality, facility maintenance service providers for janitorial, heating and air conditioning, landscaping, etc.

3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

Turner Impact Capital will be the sole owner of the proposed facility at 1315 Financial Boulevard. The School will have an option to purchase the proposed facility at a set price per the lease. Charity May is a Director with TI and can be contacted at <a href="may@turnerimpact.com">com</a> or at (310) 752-9614. The School is unware of any existing, direct or indirect, potential ownership interests with the current and/or proposed facility owner.

- 4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio (CR)

Figures are not applicable until the start of the school year.

b) Unrestricted Days Cash on Hand (UDCOH)

Steady increase in days cash on hand each year as shown on the last page of *Attachment 7 – Network Budget*.

c) Cash Flow (CF)

No months ending in a negative cash flow as shown on the cash flow provided.

d) Debt to Asset Ratio (D/A)

Figures not applicable until start of the school year.

e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)

Steady throughout years 1-6, averaging over 1.2 DSCR as shown on the last page of *Attachment 7 – Network Budget*.

- 5. If a proposed facility <u>has been</u> identified and <u>requires no construction or renovation</u> prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
  - d) A copy of the floor plan of the facility and all other documentation required pursuant to <u>NAC 388A.315</u> ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in <u>NAC 388A.315</u>.
    - i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (<u>Do</u> not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**...
  - f) A copy of the Certificate of Occupancy at **Attachment** .
  - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment**\_\_\_.
  - h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
  - i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry

regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** .

j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

Not applicable. Please see Question 6 below.

- 6. If a proposed facility has <u>NOT</u> been identified or the proposed facility <u>requires any construction or renovation</u> prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment 14**.

The address for the proposed facility is 1315 Financial Boulevard, Reno NV 89502. The APN is 012-354-03. Please refer to *Attachment 14 - Washoe County Assessor's Parcel Map*.

b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an Attachment OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an Attachment .

The purchase price of the facility has been agreed to between TI and the seller RGM Trust for a price of \$5,000,000 for the land (5 acres) and 36,000 square foot facility. A final PSA between TI and RGM Trust is still pending.

The school will comply with NAC 388A.315.

c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet <u>AND</u> an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment 15**.

Please refer to Attachment 15 - Existing Floor Plan and Conceptual Floor Plans.

The school will submit final documentation in compliance with NAC 388A.315.

d) Either a description of the process and resources the school will use to identify a facility <u>AND</u> an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment 16** OR, if a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**...

The entity which owns parcel APN 012-354-03 is RGM Trust. There is no known relationship between the current owner to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school. The owner can be contacted through its broker, Melissa Molyneaux at melissa.molyneaux@colliers.com or at (775) 762-7990. Please refer to Attachment 16 – Colliers International.

The landlord for the proposed facility would be Turner Impact Capital. There is no known relationship between the proposed landlord to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with

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or is otherwise affiliated with the school. Charity May is a Director with TI and can be contacted at cmay@turnerimpact.com or at (310) 752-9614.

e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment 17**.

Please refer to *Attachment 17 – Gannt Chart* given the anticipated timing of a SPCSA approval. Please note there are many pre-construction tasks and approvals that must be completed in advance of any SPCSA action in order to ensure timely delivery for the 2023-24 school year.

f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment**.

The project plan includes two phases of construction. Phase 1 will include design work, renovation of the existing 36,000 square foot facility, site work (e.g., fields, fencing, parking lot changes, etc.), and off site-work (e.g., potential traffic signal or flashers). DANN anticipates that Phase 1 could be completed by February 2023.

The property is currently zoned ME (mixed employment) and a public charter school is an approved use. The City of Reno Planning and Zoning staff have confirmed that a charter school is an approved use and will not be required to have any zoning changes or site development plan approval from the City. A building permit will need to be acquired through the City of Reno to construct the Phase 1 improvements. Please see GANNT chart for building permit timeline.

Phase 2 construction will include a 20,000 square foot addition that will add approximately twelve (12) classrooms and a multi-purpose room / gymnasium / cafeteria. Phase 2 will be completed by August 2023. A building permit will be required through the City of Reno.

g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment** .

The facility is being designed by Ethos 3 Architecture which has a significant track-record in designing educational facilities in northern and southern Nevada. The facility renovations and new construction will require a building permit, which will undergo review from the City of Reno's Community Development Department, Engineering, Fire, and Health Departments in advance of building permit issuance. The school will provide in advance of the start of school all documentation required per NAC 388A.315 to show facility compliance with all municipal, county, and state agencies.

In advance of opening, DANN will contact the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in accordance with NAC 388A.315.

h)	Th	e organization's plans/methods to finance these facilities, including:		
	i)	Whether the school is seeking:		
		(1) $\square$ A loan (CDFI or other),		
	(a) ☐ For Construction financing,			
		(b) ☐ For Permanent financing,		
		(c) □ Refinancing		

the 26th month of the lease term.
(2) Bond Financing,
(a) $\square$ For Construction financing,
(b) ☐ For Permanent financing,
(c)  Refinancing
(d) ☐ Tax-exempt
(e) □ Rated
(f) Privately placed
The school will look to purchase the facility once the purchase option window opens subject to current market conditions. The school will look to work with a Financial Advisor to determine timing of when to purchase the facility.
(3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
Not applicable.
(4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
Not applicable.
i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
Not applicable.
j) What is the required "breakeven" enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., "Breakeven Enrollment to Planned Enrollment is 380/420, or 90%")?
i) State the planned total classroom student capacity of the new facilities (e.g., "24,750 sq ft total planned for up to 450 students at 55 square feet per pupil").
Please refer to Attachment 11 - Enrollment Staffing Charts, "sub-point a)."
k) Will the financing/refinancing trigger any prepayment penalties? ☐ Yes, ☐ No.
i) If "Yes," describe the amount.
Not applicable.
l) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction? ☐ Yes, ☒ No. If so, please identify the parties and describe the interest(s).
There are no interested parties entitled to receive any success fees, loans, real estate, or other equity interests or other

Turner Impact Capital will fund 100% of the project costs. The school will have the option to purchase the facility after

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financial interests or gain from this transaction.

m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.

The following project costs provided are preliminary and incorporate estimates provided by the proposed contractor, NGC, and architect, Ethos 3 Architecture:

- Phase 1: (Facility/Land Acquisition, Renovations and Site Work)
  - Land and Facility Acquisition: \$5,000,000
  - Hard Costs: \$4,741,000 (Includes 5% Contractor Fee)
  - Soft Costs: \$1,100,000 (Includes Developer Fee of \$200,000)
  - Contingency: \$584,000 (10% Contingency)
  - o Total Cost Phase 1: \$11,425,000
- Phase 2 (20,000 square foot addition Classrooms and Gym)
  - Hard Costs: \$5,900,000 (Includes 5% Contractor Fee)
  - Soft Costs: \$905,000 (Includes \$50,000 Developer Fee)
  - Contingency: \$680,000 (10% Contingency)
  - o Total Cost Phase 2: \$7,845,000
- Total Cost Phase 1 & 2: \$19,270,000
- n) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant's facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.

There is no known common area maintenance or reserve expenses associated with the facility lease. The lease will be triple net and the school will be responsible for regular maintenance and utilities associated with use of the property.

o) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.

Please refer to *Attachment 18 – Facility Comps*.

p) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.

The following table shows the lease rates assumed each year for the proposed campus. To allow for school growth, the lease escalates considerably for the first four (4) years until stabilizing at an increase of 2% each year.

% Increase Year Lease Rate FY23 600,000 \_ FY24 900,000 50% FY25 1,200,000 33% FY26 1,430,000 19% FY27 1,459,000 2%

Table 19. Lease Rate Assumptions

Please refer to *Attachment 19 – Budget Overview* for an overview of the budget as well as the anticipated rent schedule.

q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.

Below are the facility expense assumptions for the proposed facility.

Table 20. Facility Expense Assumptions

Facilities Expenses	FY23	FY24	FY25	FY26	FY27
Lease Payment	600,000	900,000	1,200,000	1,430,000	1,459,000
Public Utilities (Electricity)	30,729	33,389	49,607	51,591	54,170
Water / Sewer	4,368	4,543	4,724	4,913	5,110
Garbage/Disposal	10,884	11,826	17,570	18,273	19,004
Fire and Security alarms	7,210	7,426	7,649	7,955	8,353
Contracted Janitorial Services	90,450	97,335	143,222	148,950	156,398
Custodial Supplies	13,600	18,025	21,800	24,900	24,900
Facility Maintenance	21,500	30,000	35,000	40,000	45,000
Lawn Care	10,147	16,079	16,561	17,058	17,741
Snow removal	10,000	11,000	11,000	11,000	11,000
AC Maintenance & Repair	9,709	10,000	10,300	10,815	11,356
Total Facilities Expenses:	808,597	1,139,623	1,517,433	1,765,456	1,812,031

A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

Please refer to blue line on page 3 of *Attachment 15 – Existing and Conceptual Floor Plans* for anticipated traffic flow during the student arrival and pick up times.

- 7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
  - i) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of Attachment

Not applicable.

## **Facility RFA Attachments required**

- 1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
- 3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility

- 4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.
- 5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.
- 6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth **in square feet** OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315.
- 7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility <u>AND</u> an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
- 8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315
- 9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.
- 10. Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315

# 13. $\square$ RFA: Transportation

- 1. See (NAC 388A.330(4))
- 2. Describe the school's plan for transportation. Be sure to include:
  - o The number of students to receive transportation, including their grades
  - The hours transportation is to be provided
  - The physical location(s) proposed as pick-up and drop-off locations
  - The entity/vendor providing transportation
- 3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.

- 4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
- 5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - The proposed schedule for practicing student evacuation
  - A description of the bus safety program
- 6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
- 7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 NRS 386.840 as well as any additional local and federal requirements.

# **14.** □ Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

# 15. RFA: Other Changes

- 1. For certain other RFA requests
  - a. See NAC 388A.330
  - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

## 2. For all other RFA requests not otherwise described

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific
- 3. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is "material or strategically important," pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

#### 4. Nonmaterial amendments

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

#### **Attachment 1 - Cover Letter**



April 21, 2022

State Charter Governing Board State Public Charter School Authority 2080 E. Flamingo Rd., Suite 230 Las Vegas, NV 89119

Re: Good Cause Exemption for DANN's Request to Amend Charter School Contract

To State Public Charter School Authority,

Doral Academy of Northern Nevada (DANN) respectfully requests a good cause exemption from the current amendment schedule to submit a Request for Amendment (RFA) to amend its Charter School Contract with the State Public Charter School Authority (SPCSA) in order to implement a campus expansion.<sup>1</sup>

DANN's community stakeholders desire to open an additional K-8 campus in order to reach historically disadvantaged and underserved student populations, including students qualifying for free or reduced-price lunch (FRL) and students who currently attend 1- or 2-star ranked elementary and middle schools, in the central Reno (89502) and Sparks (89431) communities. The new school facility will be located at 1315 Financial Boulevard, Reno, NV 89502.<sup>2</sup>

DANN's community stakeholders sincerely believe that historically disadvantaged and underserved elementary and middle school students in the central Reno and Sparks communities, such as FRL students and students who currently attend 1- or 2-star ranked schools, will flourish academically, socially, and emotionally through the guiding principles of community involvement, creative expression, and academic excellence unique to DANN's arts-integrated education model. DANN believes its unique arts-integrated educational model will be effective in all communities and at every grade level, and this is the first step in eventually creating a K-12 program in Northern Nevada.

<sup>&</sup>lt;sup>1</sup> Please find attached as **Exhibit 1A** the pertinent Agenda and Minutes demonstrating that this request for good cause exemption was submitted and approved by at least a majority of DANN's Governing Board following a public meeting held pursuant to NRS Chapter 241.

<sup>&</sup>lt;sup>2</sup> Please find attached as **Exhibit 1B** the pertinent Agenda and Minutes demonstrating that this amendment request was submitted and approved by at least a majority of DANN's Governing Board following a public meeting held pursuant to NRS Chapter 241.

#### **Attachment 1 - Cover Letter**



DANN appreciates the support of the SPCSA staff as it respectfully seeks this approval to amend its Charter Contract with the SPCSA. The Governing Board looks forward to working with the SPCSA staff to address any questions or concerns.

Sincerely,

Alicia Lerud

Alicia Lerud
Board Chair, Doral Academy of Northern Nevada
alicia.lerud@doralnnv.org



# NOTICE OF PUBLIC MEETING of the Board of Directors of Doral Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Doral Academy of Northern Nevada, a public charter school, will conduct a public meeting on October 14, 2021 beginning at 6:00 p.m. at 3725 Butch Cassidy Dr. Reno, NV 89511. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

**Please Note:** The Board of Directors of Doral Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Amanda Safford at (775) 622-2402 or <a href="mainto:amanda.safford@academicanv.com">amanda.safford@academicanv.com</a> at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 10587 Double R. Blvd. Ste. 104, Reno, NV 89521, via email at <a href="lorena.perez@academicanv.com">lorena.perez@academicanv.com</a>, or by visiting the school's website at <a href="https://www.doralnorthernnevada.org/">https://www.doralnorthernnevada.org/</a> For copies of the meeting audio, please email <a href="lorena.perez@academicanv.com">lorena.perez@academicanv.com</a>.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. Please email <a href="mailto:lorena.perez@academicanv.com">lorena.perez@academicanv.com</a> to sign up for public comment.

## Attachment 1A - October 14, 2021 Board Agenda and Meeting Minutes



The vision of Doral Academy of Northern Nevada is as a beacon of educational practice, Doral Academy of Northern Nevada will foster efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion

#### **Board of Directors**

Indra Winquest - Board Chair
Adam Kramer - Board Vice Chair
Danielle Cherry - Board Secretary
Vacant - Board Treasurer
Leslie Hermann - Board Member
Jennifer Johanson - Board Member
Robert Lucey - Board Member

Angela Orr – *Principal* 

# Meeting of the Board of Directors October 14, 2021

### **AGENDA**

#### 1. OPENING EXERCISES

a. Call Meeting to Order and Roll Call

#### 2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

3. CONSENT AGENDA (For Possible Action)

## Attachment 1A - October 14, 2021 Board Agenda and Meeting Minutes



(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board Member or member of the public so requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)

- a. Approval of Minutes from the August 24, 2021 and September 10, 2021 Board Meetings
- b. Approve Veronica Winquest's Employment
- c. Approval of the Revised Special Education Manual

#### 3. ACTION & DISCUSSION ITEMS

- a. School Initiatives Report by Principal Orr (For Discussion)
  - Teacher Presentations on Grade-Level Happenings and Data
- b. Review of School Financial Performance (For Discussion)
- c. Discussion and Possible Action to Approve the Doral Academy of Northern Nevada Charter School Amendment to Occupy an Additional Facility (For Possible Action)
- d. Interview and Election of a New Board Member from the Following Candidates: Alicia Lerud and John St. Martin (For Possible Action)
- e. Election of a Board Treasurer (For Possible Action)
- f. Update on SPCSA Governance Standards (For Discussion)
- g. Update on Fundraising and Upcoming Events from DANN Foundation Board (For Discussion)
- h. Annual Evaluation of Principal Angela Orr (For Possible Action) (As this agenda item pertains to personnel matters; the Presiding Board Officer may call for all or portion of the discussion of this agenda item to be completed in closed session among Board members and requested parties.)
- 4. ANNOUNCEMENTS & NOTIFICATIONS
- 5. MEMBER COMMENT

# Attachment 1A - October 14, 2021 Board Agenda and Meeting Minutes



## 6. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

#### 7. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Doral Academy of Northern Nevada: 3725 Butch Cassidy Dr. Reno, NV 89511
- 2) <u>www.doralnorthernnevada.org</u>
- notices.nv.gov

## MINUTES of the meeting of the BOARD OF DIRECTORS of DORAL ACADEMY OF NORTHERN NEVADA October 14, 2021

The Board of Directors of Doral Academy of Northern Nevada held a public meeting on October 14, 2021 at 6:00 p.m. at 3725 Butch Cassidy Dr. Reno, NV 89511.

#### 1. Call to Order and Roll Call

Board Chair Indra Winquest called the meeting to order at 6:03 p.m. with a quorum present. In attendance were Board members Indra Winquest, Jennifer Johanson, Robert Lucey, Leslie Hermann, and Danielle Cherry (arrived at 6:50 p.m.).

Also present were Principal Angela Orr and Assistant Principal Nicolette Smith; as well as Academica representatives Amanda Safford, Colin Bringhurst, Ryan Reeves, and Kyle McOmber.

#### 2. Public Comment and Discussion

There was no public comment.

Member Winquest moved for a flexible agenda. Member Lucey seconded the motion, and the Board voted unanimously to approve.

#### 3. Consent Agenda

- a. Approval of Minutes from the August 24, 2021, and September 10, 2021 Board Meetings
- b. Approve Veronica Winquest's Employment
- c. Approval of the Revised Special Education Manual

Member Lucey moved to approve the consent agenda items 3a and 3c. Member Winquest seconded the motion, and the Board voted unanimously to approve.

Member Lucey moved to approve the consent agenda item 3b. Member Hermann seconded the motion, and the motion passed. Member Winquest would abstain from this item due to a conflict of interest.

#### 4. Action and Discussion

#### a. School Initiatives Report by Principal Orr

Principal Angela Orr addressed the Board, sharing that they were in full use of their new ELA curriculum. They had a Professional Learning Day which focused on explicit writing instruction and oracy across all classes and content areas. Their specials teachers also visited neighboring schools to connect with master teachers to begin collaborations.

Under Data, Assessment & Progress Monitoring she shared the following:

- Data Day on Friday, September 24
- I-ready and MAP diagnostics provided with a picture of students who require tiered intervention supports
- New data platform used to provide whole child data sheets to each parent to discuss past performance and goals during conference week
- Before and after school tutoring for math intervention (ESSER)
- Continuous Improvement Team

For Campus Updates, Principal Orr stated that the girls' basketball championships were in the weekend and that cross country had just finished their competition with a second and third place trophy, with some individuals who had placed. She added that the Foundation Board had submitted grant applications to Raley's and Walmart.

Under Family Engagement she shared the following:

- Volunteers
- Survey on family connections to school
- PTO Membership Committees
- Literacy Lanterns
- Chili Cook-off
- Dine for Doral
- Parents Night Out (December)

Lastly, under Board Involvement, she explained that the school was working on school improvement planning throughout October. They also had an SPCSA site visit scheduled for November 3<sup>rd</sup> which involved a focus group. And that there was continued outreach in the target area for Doral Meadows.

#### b. Review of School Financial Performance

This item was tabled.

c. Discussion and Possible Action to Approve the Doral Academy of Northern Nevada School Amendment to Occupy an Additional Facility

Dr. Amanda Safford addressed the Board and explained that the school was putting in an amendment for an additional campus. She explained that it would be a K-5 campus, with an expansion of grades 6-8 the following year to make it a K-8 campus. The Board was in favor of the gradual plan and approved of the identified site.

Member Lucey moved to approve the charter amendment as presented. Member Kramer seconded the motion. Member Hermann asked what was the projected completion date of the additional space, to which Dr. Safford explained that it would be the following year to allow their 5<sup>th</sup> graders to continue with the school. The Board voted unanimously to approve.

#### f. Update on SPCSA Governance Standards

Mr. Colin Bringhurst addressed the Board and gave them an overview of the updated SPCSA governance standards. Dr. Safford added that she would share any updates she receives from the SPCSA with the Board.

#### h. Annual Evaluation of Principal Angela Orr

This item was tabled to the next Board meeting as Member Hermann was finalizing Principal Orr's evaluation.

#### e. Election of a Board Treasurer

Mr. Bringhurst gave the Board a brief overview of the role of Treasurer.

Member Lucey nominated himself as Treasurer. The Board voted unanimously to elect Robert Lucey as Board Treasurer.

## d. Interview and Election of a New Board Member from the Following Candidates: Alicia Lerud and John St. Martin

Dr. Safford introduced candidates Alicia Lerud and John St. Martin as potential new board members, stated that the currently open seat did not have any specific requirements.

Mr. St. Martin addressed the Board by way of introduction and described the strengths he could bring to the Doral Board. The Board asked a series of questions to help them make an informed decision regarding the open Board position, including his reasoning for joining the Board, as well as his experience serving on other boards.

Ms. Lerud addressed the Board by way of introduction and described the strengths she could bring to the Doral Board. The Board asked a series of questions to help them make an informed decision regarding the open Board position, including her reasoning for joining the Board, as well as her experience with serving in other boards.

The Board held a discussion regarding the two candidates and their answers to the Board's questions. The Board discussed and agreed that both candidates brought forth different strengths.

Member Kramer nominated Alicia Lerud for a position on the Doral Academy of Northern Nevada Board of Directors.

Alicia Lerud was elected to the Board of Directors for Doral Academy of Northern Nevada.

## g. Update on Fundraising and Upcoming Events from the DANN Foundation Board

Member Danielle Cherry addressed the Board and gave the Board an update on the Foundation Board's upcoming Gala stating that the tentative date was February 5<sup>th</sup> at the Peppermill and would be sending save the dates soon after. She added that they were also actively applying for grants.

#### 5. Announcements and Notifications

Dr. Safford stated that they had added two new members to their Academica office in Reno: Ms. Kim Jolly as the Grants and Charter Development Manager, and Anthony Colson as the new Controller.

#### 6. Member Comment

There was no member comment.

#### 7. Public Comment

There was no public comment.

#### 8. Adjourn Meeting

Member Winquest adjourned the meeting at 8:16 p.m.

Approved on: 11-30-21

danielle Cherry (Dec 1, 2021 14:40 PST)

Secretary of the Board of Directors

Doral Academy- of Northern Nevada



# NOTICE OF PUBLIC MEETING of the Board of Directors of Doral Academy of Northern Nevada

Notice is hereby given that the Board of Directors of Doral Academy of Northern Nevada, a public charter school, will conduct a public telephonic/video meeting on April 21, 2022; beginning at 10:00 a.m. Join Zoom Meeting: <a href="https://us02web.zoom.us/j/87193044552">https://us02web.zoom.us/j/87193044552</a> Meeting ID: 871 9304 4552 or join via audio: +12532158782 US or +13462487799 US. The

Meeting ID: 871 9304 4552 or join via audio: +12532158782 US or +13462487799 US. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered.

**Please Note:** The Board of Directors of Doral Academy of Northern Nevada may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item at any time.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Amanda Safford at (775) 287-5295 or <a href="mailto:lorena.perez@academicanv.com">lorena.perez@academicanv.com</a> at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 10587 Double R. Blvd. Ste. 104, Reno, NV 89521, via email at <a href="lorena.perez@academicanv.com">lorena.perez@academicanv.com</a>, or by visiting the school's website at <a href="https://www.doralnorthernnevada.org/">https://www.doralnorthernnevada.org/</a> For copies of the meeting audio, please email <a href="lorena.perez@academicanv.com">lorena.perez@academicanv.com</a>.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. Please email lorena.perez@academicanv.com to sign up for public comment.



The vision of Doral Academy of Northern Nevada is as a beacon of educational practice, Doral Academy of Northern Nevada will foster efficacy in critical thinking, confident decision-making, creative problem-solving, purposeful collaboration, and leading with kindness and compassion.

#### **Board of Directors**

Alicia Lerud - Board Chair
Indra Winquest - Board Vice Chair
Adam Kramer - Board Secretary
Robert Lucey - Board Treasurer
Danielle Cherry - Board Member
Leslie Hermann - Board Member
Vacant - Board Member

Angela Orr – Principal

#### Meeting of the Board of Directors April 21, 2022

#### **AGENDA**

#### OPENING EXERCISES

a. Call Meeting to Order and Roll Call

#### 2. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)



#### 3. ACTION & DISCUSSION ITEMS

a. Discussion and Possible Approval of the Doral Academy of Northern Nevada Amendment Application to Add a Second Campus (For Possible Action)

#### 4. PUBLIC COMMENT

(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)

#### 5. ADJOURN MEETING

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- 1) Doral Academy of Northern Nevada: 3725 Butch Cassidy Dr. Reno, NV 89511
- 2) <u>www.doralnorthernnevada.org</u>
- 3) notices.nv.gov

## MINUTES of the meeting of the BOARD OF DIRECTORS of DORAL ACADEMY OF NORTHERN NEVADA April 21, 2022

The Board of Directors of Doral Academy of Northern Nevada held a public/virtual meeting on April 21, 2022 at 10:00 a.m. via Zoom.

#### 1. Call to Order and Roll Call

Board Chair Alicia Lerud called the meeting to order at 10:04 a.m. with a quorum present. In attendance were Board members Alicia Lerud, Indra Winquest, Danielle Cherry, Leslie Hermann, Bob Lucey, and Adam Kramer (Arrived at 10:19 a.m.).

Also present was Principal Angela Orr; as well as Academica representatives Colin Bringhurst, Trevor Goodsell, and Paul Ballou. Mark Modrcin from the SPCSA was also present.

#### 2. Public Comment and Discussion

Janelle Mousel, Instructional Coach at DANN, submitted public comment which has been attached to the minutes.

Kelly Helgerson, Math Interventionist at DANN, submitted public comment which has been attached to the minutes.

Haley Kutz, 5<sup>th</sup> grade teacher at DANN, submitted public comment which has been attached to the minutes.

Veronica Borden, 2<sup>nd</sup> grade teacher at DANN, submitted public comment which has been attached to the minutes.

Rachel Christensen, 2<sup>nd</sup> grade teacher at DANN, submitted public comment which has been attached to the minutes.

Lisa Larson, 5<sup>th</sup> grade teacher at DANN, submitted public comment which has been attached to the minutes.

#### 3. Action and Discussion

a. Discussion and Possible Approval of the Doral Academy of Northern Nevada Amendment Application to Add a Second Campus

Member Lucey moved to approve the Doral Academy of Northern Nevada Amendment Application to add a second campus. Member Cherry seconded the motion, and the Board voted unanimously to approve.

#### 4. Public Comment

There was no public comment.

#### 5. Adjourn Meeting

Member Lerud adjourned the meeting at 10:21 a.m.

Approved on:

**Secretary of the Board of Directors** 

**Doral Academy of Northern Nevada** 

April 12, 2022

Nnedi Stephens Candidate for State Senate District 13 316 California Ave #438 Reno, NV 89509

Dear State Public Charter School Authority board members and staff,

Every student deserves to see themselves represented in the curriculum, at the head of the classroom, and at the education policy-making table. We have asked a lot of our students during this pandemic and it is our responsibility to ensure that they continue to learn in safe and healthy environments.

Please do not miss your chance to approve another 5-star Doral Academy of Northern Nevada (DANN) free public charter school. This is in my District 13, which is full of 1 and 2 star schools, and working, immigrant families deserving a chance at this opportunity. They have my whole-hearted support to educating my district about the opportunities the school can provide.

DANN is our region's only arts-integrated STEAM model school, and has been a 5-star free public charter school since its first year even before they had their own building. District 13 families in central/east Reno deserves a school that reaches students in ways that are as unique as they are.

Thank you,

Nnedi Stephens, Candidate for State Senate District 13

Advocate \* Inform \* Connect

#### 2022 Board of Directors

Melissa Davies - Chair

Cheraz Ecker - Chair Elect

Kurt Mische - Past Chair

Mike Hix - Treasurer

Meredith Williams - Member-at-Large

Ryan Bellows

**Brian Cassidy** 

**Brent Farr** 

Daren Griffin

Jesus Gutierrez

Charles Harris

Suzanne Hendery

Tyler Lantrip

Vinnie Lucido

Tony Marini

Greg Mosier

Jim Newman

Philip Ramirez

Dave Sinclair

Ann Silver-CEO

April 8, 2022

State Public Charter School Authority Board 1749 North Stewart Street Suite 40 Carson City, NV 89706

Dear State Public Charter School Authority Board members and staff:

The Reno + Sparks Chamber of Commerce is writing to express its support for the approval of a new, central Reno campus for Doral Academy of Northern Nevada.

We are excited about the addition of the only arts-integrated STEAM model free public charter school in northern Nevada, providing school choice in a residential area of one and two-star schools.

The Chamber, as the largest business organization in northern Nevada, has a strong presence in the community as it represents 2,300+ businesses that employ over 110,000 residents. We will inform our members on ways to support low-income families that want an arts-integrated education for their children, and work to create partnerships for events and in-kind support.

We look forward to working with Doral Academy of Northern Nevada. If approved, this expansion campus will certainly provide impact for students.

Respectfully,

Arln Silver

Chief Executive Officer

Reno + Sparks Chamber of Commerce



**The First Annual** 

## DORAL COMMUNITY SPECIAL INTEREST SERIES



MARCH 9TH

**Tiffiny Herrick** 

Anxiety, depression & stress management



MARCH 30TH

#### Washoe County Sheriffs Office

Internet safety, cyber security & safe social media use

Topic:

Join us online to engage with community partners as we discuss some current hot topics within our community

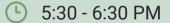


APRIL 6TH & 13TH

## True North Treatment Center

Warning signs & prevention of suicide





Online via Zoom:

https://academica.zoom.us/j/6026166200



APRIL 21ST

#### **Quest Counseling**

Substance use & abuse

Join one, or join them all, we cannot wait to see you!

**RSVP Below** 

https://forms.gle/qKqagsq5UZsKQvTH7



December 10, 2021

To Whom it May Concern,

As one of the leaders at Sierra Meat & Seafood Company, I would like to express my support for the expansion of Doral Academy of Northern Nevada at the vacant site at 1315 Financial Boulevard near Sierra Meat & Seafood Company.

This project is important to our community specifically because this area needs the quality arts-integrated education that this top-ranked, tuition-free public charter K-8 school DANN will provide to any family. The school would be a great addition to the area additionally because the families and students are so service-oriented, supportive of local businesses, and charity-minded.

I am grateful for the opportunity that Doral Academy of Northern Nevada is providing with this campus, and I again strongly recommend and support the expansion of this school, so that it can function as intended.

Kind Regards,

Bernadette Flocchini

Senior VP

December 9, 2021

Nevada State Public Charter School Authority 1749 North Stewart Street Suite 40

Carson City, Nevada 89706

**RE:** Support to Open Additional Campus

To Whom It May Concern:

As a community member and business owner, I am compelled to express the need for our city to have more unique, innovative and STEAM focused elementary and middle school options to serve families in our community. For years, Wood Rodgers has been supporters of the Doral Academy of Northern Nevada in South Reno, which is the only arts-integrated, STEAM-focused free public charter school in the entire northern half of Nevada.

We have learned the exciting news about their hopes to expand to an additional campus on Financial Boulevard, near our business and see the need. We are honored and happy to demonstrate our support for this school and its expansion, and respectfully request its approval.

We pledge to provide guest speakers for Career Day events, and funds for STEM/STEAM related programs, because we believe that Doral Academy of Northern Nevada will provide a needed and unique educational environment where our students can thrive.

Feel free to contact me if you have any questions (775) 823-4068.

Sincerely,

WOOD RODGERS, INC.

Lucius W. D.

Andrew Durling, AICP

Vice President

Indra Winquest, Chair Doral Academy of Northern Nevada 3725 Butch Cassidy Drive Reno, NV 89511

December 8, 2021

#### To Whom It May Concern:

As a local business, it is important to us that we maintain a pulse on the community. That being said, we believe we must do our part to be proactive and help create opportunities that drives sustainability. The first step to achieving that goal is by investing in the education of future generations.

It is no secret that the traditional school system in Nevada has been failing both our community and our children, but the good news is, we don't have to settle. We see the impact Doral Academy is making by offering a unique and rigorous learning environment that truly engages and challenges young minds. This is something they would not otherwise have the opportunity to experience within the traditional school system.

When it comes to education, we need to demand more accountability from both students and faculty and create a place where social and emotional intelligence are at the forefront of the curriculum. Doral's commitment to quality education is what will set our future generations up for success and help our community continue to thrive for many years to come.

Our community and our children deserve choices when it comes to their education, and that doesn't mean settling for the status quo. We fully support the addition of a new Doral Academy location on Financial Blvd in South Reno and are confident it will make a positive impact. This is our chance to make a difference!

Should you have any questions, please feel free to reach out directly.

Sincerely,

Lindsay Bradley

Vice President, Administration

LeisureQuip, Inc. (775) 446-6284

lindsay@leisurequipinc.com

December 7, 2021

#### To Whom It May Concern:

As an educator and business owner of two local preschools, I am concerned with the growing need for our community to have more unique and high quality elementary and middle school opportunities to serve our families in the Reno/Sparks area. As a teacher with experience in both private and public schools in Washoe County, I can attest that there is a lack of innovative and creative thinking at the elementary and middle school levels. Children learn in a multitude of different ways, which the traditional public schools do not usually address. Doral Academy of Northern Nevada encourages children to create, explore, and use their higher-level thinking to express their ideas.

Over the years, many parents leaving my school upon their child entering Kindergarten have expressed their fears and concerns for their child and their academic future in the public schools. There is a large range of concerns including class size, testing, mental health, and lack of creative learning. Several families have entered Doral and been extremely pleased. Many other families have not had that option as it is too far south of town for them to drive every day or they have been waitlisted due to the school being at capacity.

I have personal experience with Doral Academy of Northern Nevada as my three children attend this year. My children and our family are extremely pleased with the education and emotional, social support my first grader and two middle schoolers receive from the school. They are thriving academically this year. My middle schoolers love being able to express their learning in ELA through literature combined with art project-based assignments. They are engaged in Social Studies with interesting topics and debates. Science provides discussions and hands-on learning through experiments. My children also love all the electives that are offered compared to a typical middle school. My first grader also has a special class every day to help enrich his education. The quality of education, enrichment opportunities, and social emotional support for him is outstanding.

Our community deserves quality educational options for all children and families. Doral Academy having a second location towards the center of town would allow more families to experience the type of educational experience that we all want for our children. I fully support the expansion of Doral Academy of Northern Nevada to better reach and serve more families. Feel free to contact me if you have any questions.

Sincerely,

Lisa Fitzpatrick
Owner, One World Children's Academy and Enchanted Castle Preschool
775-846-3697



1230 Corporate Blvd. Reno, Nevada 89502 Phone (775) 856-8339 Fax (855) 319-0886 OneWorldReno@gmail.com www.OneWorldReno.com

#### To Whom It May Concern:

My name is Wendy Liebler, I am the director of One World Children's Academy in Reno. We are a private preschool with children from birth to Pre-K. Our job is to partner with families in preparing students for the journey they will continue in school, community and in their home life. Each year Pre-K parents ask us for guidance on where their child should go to school next. Doral has been my number one choice since its inception. I want to express my support for a much needed second Doral Academy.

Working with children of all ages throughout my 25 years in education I am a firm believer that children should have access to all subjects: academic education, physical fitness, and arts-based curricula. Over the last five years Doral of Northern Nevada has built a solid reputation of fostering the growth of all different types of learners. As a parent and educator, I have been impressed with their organizational structure and the talented educators. The past two years have thrown challenges at our community, with how to navigate COVID-19. Doral has been so impressive; they have been proactive instead of reactive with their procedures. All the while supporting not only the students, but the families and the staff.

Our community is in desperate need of educational establishments of the caliber of Doral Academy of Northern Nevada. They have my full support in building a new campus.

Sieble (

Sincerely,

Wendy Liebler

1230 Corporate Blvd. Reno, Nevada 89502 Phone (775) 856-8339 Fax (855) 319-0886 OneWorldReno@gmail.com www.OneWorldReno.com

December 7, 2021

Dear State Public Charter School Authority board members and staff,

This letter is to express my support and interest in having a Doral Academy campus in the heart of Reno. I have been working at One World Children's Academy preschool on Corporate Boulevard, just around the corner from the proposed second Doral Academy campus, for over 13 years. There has never been a comparable school like Doral Academy in this area and there is a great need for one. I have cared for many children over the years and the biggest concern their parents have is where they will send their child to kindergarten. There are more alternative schools for children than ever before and so many families are seeing the value in the type of education they can provide.

I have 3 daughters ages 10 years, 2 years, and 6 months. My eldest is in the fifth grade at an elementary school in the Washoe County School District. She has been relatively successful in her education thus far, however, I feel as though her talents, interests, and ability to excel would be greater if she could attend a school like Doral Academy. Geographically, where we live in Cold Springs is too far from the current Doral Academy campus in the Galena area. That fact along with the waiting list to get into Doral Academy hinders me from having access to an amazing school for my daughter. Considering that the proposed location on Financial Boulevard would not open until my eldest is closer to attending high school, she will miss out on a great opportunity. However, my two younger daughters would be eligible to attend this new Doral Academy. I plan on staying here at One World Children's Academy for many more years and it would be a wonderful opportunity for my daughters to experience a Doral Academy education when they start kindergarten. They would be close to me where I work, and I would be more secure in knowing that they are having an amazing educational experience.

Personally, I know families who take their children to Doral Academy and hear nothing but enthusiastic and supportive feedback. The curriculum, teachers, and extra-curricular activities sound inspiring, creative, and thought provoking. This endorsement is enough for me to know that I want my children to attend Doral Academy at a central Reno campus. I fully support this expansion of Doral Academy for the future of my children and many others to come.

Sincerely,

Kathryn Powell, Office Administrator



December 7, 2021

State Public Charter Authority 1749 North Stewart Street Suite 40 Carson City, Nevada 89706

The Nevada Center for Civic Engagement is proud to be a partner of Doral Academy, please accept this letter in support for Doral Academy of Northern Nevada to build a Doral campus in the inner city of Reno. The Nevada Center for Civic Engagement has been partnering with the Doral Academy campuses in Reno and Las Vegas for several years for our We the People programs; National History Day in Nevada and Law Day (upper elementary and secondary). We have also trained their teachers in our Project Citizen program, an inquiry-based curriculum.

Expanding Doral Academy formats to diverse populations providing high quality civic education would be a wonderful benefit for our communities. Most Title I schools do not offer social studies instruction. We are confident that Doral Academy will do so as they have been inclusive in their curriculum. Doral Academy staff are very conscientious in implementing 21st century learning skills of confidence, critical thinking, research, emotional bonding, and communication.

Please let us know if you have any questions.

Sincerely,

Kathleen Dickinson, Executive Director <a href="mailto:kdickinson@nvcce.org">kdickinson@nvcce.org</a>

Kather M Dikinson

702-419-4555

Christine Hull, Program Director <a href="mailto:chull@nvcce.org">chull@nvcce.org</a>

Christine Hull

775-224-1574

#### **BOARD OF DIRECTORS**

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#### EXECUTIVE DIRECTOR

Kathleen Dickinson kdickinson@nvcce.org

1285 Baring Blvd, Suite 195 Sparks, NV 89434

501c3 non-profit

EIN # 81-3948081

https://nvcce.org



December 6, 2021

To Whom It May Concern,

As the lead Pastor of Calvary Chapel Reno Sparks, I would like to express my support for the expansion campus of Doral Academy of Northern Nevada at the vacant site at 1315 Financial Boulevard near Calvary Chapel Reno Sparks.

This project is important to our community specifically because this area needs the quality arts-integrated education that this top-ranked, tuition-free public charter K-8 school DANN will provide to any family. The school would be a great addition to the area additionally because the families and students are so service-oriented, supportive of local businesses, and charity-minded.

I am grateful for the opportunity that Doral Academy of Northern Nevada is providing with this campus, and I again strongly recommend and support the expansion of this school, so that it can function as intended.

Sincerely,

Phil McKay

Phypany/

Lead Pastor at Calvary Chapel Reno Sparks



December 3, 2021

To Whom It May Concern:

As a community member and business owner, I am compelled to express the need for our city to have more unique and innovative elementary, middle and high school options to serve families in our community. Many of elementary, middle and high schools in central Reno are underperforming and there is a desperate need to have alternative options that can deliver a high-quality educational program for children in grades K-12.

Our children have been enrolled in Doral Academy for several months now and it has made an incredible difference in their grades, attitude, and participation in the classroom, and moreover the way they approach things out of the classroom. We believe in Doral's educational model and believe in the positive impact it will make to people all over our community. Our business stakeholders, our families, and our community deserve quality educational options, such as Doral Academy. We are honored and happy to demonstrate our support for this school and respectfully request its approval. We believe Doral Academy will provide a needed and unique educational environment where our students can grow and become the next generation of community members we need for a brighter future.

Feel free to contact me if you have any questions

Sincerely,

Chris Fairchild, CCIM, SIOR Senior Vice President



790 Louise St, Reno, NV 89502 Phone: 775-786-4006 Info@SimplePowerSolar.com WWW.SimplePowerSolar.com

State Public Charter School Authority 1749 North Stewart Street Suite 40 Carson City, Nevada 89706

12/2/21

#### To Whom It May Concern:

As a community member and business owner, I am compelled to express the need for our city to have more unique and innovative elementary, middle and high school options to serve families in our community. The majority of schools in the urban Reno area underperforming and there is a desperate need to have alternative options that can deliver a high quality educational program for children in grades k-12.

A couple of years ago, we learned about Doral Academy's and have since enrolled my daughter there. We firmly believe in the educational model and in the positive impact it will make to people all over our community. Our business stakeholders, our families, and our community deserve quality educational options, such as Doral Academy. We are honored and happy to demonstrate our support for this school and respectfully request its approval.

We believe Doral Academy will provide a needed and unique educational environment where our students can thrive!

Feel free to contact me if you have any questions

Sincerely,

Mark Dickson, President Simple Power, Inc.

2-13



September 27, 2021 3929 South McCarran Blvd Reno, NV 89502

Dear State Public Charter School Authority board members and staff,

We are writing to express our support for the approval of a new central Reno campus for Doral Academy of Northern Nevada. Our organization, Sierra Nevada Ballet, has been a partner with Doral Academy of Northern Nevada from the school's inception and we look forward to continuing our partnership at the new location.

Doral Academy of Northern Nevada has been an incredible asset to children and families in our community and a new campus in central Reno will ensure more K-8 students in our community will have exposure to ballet and other art forms as part of a proven, research-based, arts integration education. At Sierra Nevada Ballet, we are passionate about working with students of all backgrounds and abilities. We are particularly excited about the possibility to serve even more students in communities of need together at the new Doral campus through our partnership in elective courses, enrichment courses and community productions.

We support Doral Academy and would be very happy to support an excellent tuition-free public school of choice in our community.

Sincerely,

Steve Porter

President, Board of Directors

Sierra Nevada Ballet

Rosine Bena

Founder and Artistic Director

Sierra Nevada Ballet



## WASH 2 Eor COUNTY "Dedicated to Excellence in Public Service"

OFFICE OF THE COUNTY MANAGER

1001 E. 9th Sreet P.O. Box 11130 Reno, Nevada 89520—0027 Phone: (775) 328-2000 Fax: (775) 328-2491 www.washoecounty.us

**September 23, 2021** 

Dear State Public Charter School Authority board members and staff,

I am writing to express my support for the approval of a new Reno campus for Doral Academy of Northern Nevada. Doral has built an impressive track record as a five-star elementary and middle school, while offering its students exposure to the arts in courses such as music, ballet, cartooning, drama and sculpture. I have been an advocate for the arts throughout my career, and I am passionate about ensuring more children in our community have access to the enriching presence of the arts.

With hundreds of students on the waitlists each year, Doral Academy has proven there is a need for a rigorous, inclusive, tuition-free public educational option that integrates the arts into research-based curriculum. In addition, Doral Academy of Northern Nevada has demonstrated a commitment to ensuring an inclusive, whole-child approach for students with special needs. I support a new Doral campus in Reno to ensure more students central Reno-Sparks will have access to this innovative, inclusive and proven public education option.

Sincerely,

Alexis Hill

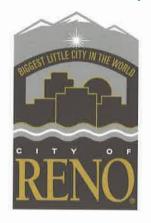
Commissioner, District 1

Washoe County Commission

**Devon T. Reese**Council Member, At-large

(775) 334-2014 (775) 334-2097 Fax reesed@reno.gov Website: reno.gov

September 22, 2021



"The most livable of Nevada cities; the focus of culture, commerce and tourism in Northern Nevada."

Dear State Public Charter School Authority board members and staff,

I am writing to express my support for the approval of a new Reno campus for Doral Academy of Northern Nevada. The innovative arts integration education model and inclusive environment at Doral Academy of Northern Nevada has proven to be an incredible asset to children in our community and I am in support of providing access to this tuition-free, public educational option for more families in the Truckee Meadows.

As the At-Large member of the Reno City Council, I have the pleasure of serving a diverse population of constituents in Reno and I am acutely aware of the need for a variety of high quality public educational options to best serve our students. A Doral Academy inside Reno city limits will serve a diverse student population reflective of our community and bring a proven arts integration educational approach to students in Kindergarten through 8th grade. In addition, I am excited about the possibility of bringing Doral's mission of creating an enhanced and engaging whole-child educational experience by focusing on problem-based learning, arts integration, and social and emotional development to more children in Reno.

I support Doral Academy of Northern Nevada and would be very happy to support an excellent school of choice in our community.

Sincerely,

Devon Reese

At-Large Councilmember

Reno City Council



January 5, 2021

Chair Indra Winquest Board of Directors Doral Academy of Northern Nevada 3725 Butch Cassidy Reno, NV 89511

As an entrepreneur and parent, I am excited to welcome the addition of a Doral Academy campus in our area.

I started Grassroots Books in 2006, and one of our goals has always been to spread literacy among young people. It's our best lever for a better Reno.

We would love to collaborate to get your students tons of books, including "just for fun" reading.

All the best,

Zoe Miller, President
Grassroots Books
660 E Grove St, Reno
775-848-8781 mobile/text
775-828-2665 store (push 4 to bypass the phone menu)
zoe@grassrootsbooks.com

#### **Attachment 3 - School Calendar**

 $\begin{tabular}{ll} KEY: $\underline{\textbf{Bold}=$school days}, $Pink=Bold, Early Release/PD, $\underline{Light \ blue=Prof/Dev. \ No \ school}, \\ \underline{\underline{Light \ green/Red \ font=Holiday/No \ School}} \\ \end{tabular}$ 

1			- D.D	4 D/D T		. 1	Light green/Red font=Holiday							_
			DR	AFT I	Ooral		emy of Northern Nevada		ind E	xpans	sion			
			August 20	002		2023	3-2024 Academic Calen	dar		Fe	bruary 20	204		
							# of days: 14							
Su	Мо	Tu 1	We 2	Th 3	Fr 4	Sa 5	Aug 4 First Day for New Staff/ Room Set up for All	Su	Мо	Tu	We	Th 1	Fr 2	Sa 3
6	7	8	9	10	11	12		4	5	6	7	8	9	10
13	14*	15	16	17	18	19	Aug 7 First Day Ret. Teachers,Aug 7-11	11	12	13	14	15	16	17
13							Professional Learning Week							
20	21	22	23	24	25	26	*Aug 14 1st Day of School Grades 1-8. Kinder testing Aug	18	19	20	21	22	23	24
27	28	29	30	31			14-18	25	26	27	28	29		
							August 22 First Day of Kindergarten							
							mindergarteir							
		Septen	nber 202	3			# of days: 19			N	Iarch 202	! <b>4</b>		
Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa
					1	2	Sept. 4 Labor Day						1	2
3	4	5	6	7	8	9	Sept 22 Early	3	4	5	6	7	8	9
10	11	12	13	14	15	16	Release/Teacher Data	10	11	12	13	14	15	16
17	18	19	20	21	22	23	Day	17	18	19	20	21	22	23
24	25	26	27	28	29	30	Sept 29 No School, PD	24	25	16	27	28	29	30
L.							Day/ Conferences		20		<u></u>	20	29	
								31						_
		پِـــا	October 2	022							April 202	1		
Su	Мо	Tu	We	Th	Fr	Sa	# of days: 15	Su	Мо	Tu	We	Th	Fr	
								Su	1	2 2	wе 3	1n 4	5	Sa
1 8	9	3 10	4	5 12	6 13	7	Fall Break Oct 2-Oct 6	7	8	9	10	11	12	6
15	16 23	17	18 25	19 26	20	21	Oct 9 No school - PD	14 21	15 22	16 23	17 24	18 25	19 26	20
22			25	20	27	28	Day Oct 14 End Q1				24	25	26	27
29	30	31					Oct 27 Nevada Day	28	29	30				
		No	ovember	2023			# of days: 16				May 2024	ŀ		
Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa
			1	2	3	4	Nov 10 No School - PD				1	2	3	4
5	6	7	8	9	10	11	Day Nov 11. Veterans	5	6	7	8	9	10	11
12	13	14	15	16	17	18	Thanksgiving Break Nov	12	13	14	15	16	17	18
19	20	21	22	23	24	25	20-22	19	20	21	22	23	24	25
26	27	28	29	30			Nov 23/24	26	27	28	29	30	31	
							Thanksgiving/Family Day							
							LVG V							
		De	ecember	2023			# of days: 14				June 202	4		
Su	Мо	Tu	We	Th	Fr	Sa		Su	Мо	Tu	We	Th	Fr	Sa
					1	2	Dec 21 Early Release							1
3	4	5	6	7	8	9	/Winter break starts	2	3	4	*5	6	7	8
10	11	12	13	14	15	16	Dec 25 Christmas,	9	10	11	12	13	14	15
17	18	19	20	21	22	23	Winter break Dec 22-	16	17	18	19	20	21	22
24	25	26	27	28	29	30	Jan 5	23	24	25	26	27	28	29
31								30						
		J	anuary 2	023			# of days: 16						-	
Su	Мо	Tu	We	Th	Fr	Sa	Jan 1 New Year's Day/							
	1	2	3	4	5	6	Winter break continues							
7	8	9	10	11	12	13	Jan 15 MLK Jr. Day							
14	15	16	17	18	19	20	_							+
21	22	23	24	25	26	27	Jan 26 Early Release/Teacher Data							₩
28	29	30	31				Day							╀
40	4,	30	91				Day							丄

#### **Attachment 3 - School Calendar**

Feb 19 President's Day - No School
# of days: 14
Mar 21 - No school PD Day
Spring Break Mar 22-29
# C1 00
# of days: 22
April 19 Early Release/Teacher PD
# of days: 21
May 24 Early Release/Teacher Data
May 27 Memorial Day.
1
# of days: 5
June 5 Last Day of
School (Contingency Days June
6,7,8)

# of days: 18

Feb 16 No School, PD

#### Attachment 4 - Year 1 Cash Flow

DANN New Facility

FY24

REVENUE (@ 95%)	Budget	Difference	Total	July	August	September	October	November	December	January	February	March	April	May	June
State Base Budget Revenue	3,924,960	-	3,924,960	327,080	327,080	327,080	327,080	327,080	327,080	327,080	327,080	327,080	327,080	327,080	327,080
National School Lunch Program (NSLP)	188,496	-	188,496	,	,	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850
SPED Funding (Part B)	87,856	-	87,856			-,	-,	-,	,	.,	87,856	-,	,,,,,,	,,,,,,	
SPED Discretionary Unit	- ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	-	-								-				
Title I	-		-											-	
Title II	_		-								-			-	
EL Weight	_		-												
Gifted and Talented Education (GATE) Weight	_	- 1	-												
At-Risk Weight	_		-												
OTHER: Pre-Operational Loan	_	-	-				_	-	_	-	-	-	-	-	
OTHER: Donations			-							_		-			
OTHER: Tenant Improvements Donation															
Total Revenues	4,201,312		4,201,312	327,080	327,080	345,930	345,930	345,930	345,930	345,930	433,786	345,930	345,930	345,930	345,930
Total Nevenues	4,202,022		4,202,012	527,000	527,000	545,550	545,550	545,550	5-15,550	515,550	455)755	545,550	515,550	545,550	545,550
EXPENSES	Budget	Difference	Total	July	August	September	October	November	December	January	February	March	April	May	June
Principal	100,000	-	100,000	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Assistant Principal(s)	-		100,000			-	-	-	-		-	-		-	
Curriculum Coach		-		_			-	-	-	-			-	-	
ELL Corrdinator	55,000	<b>i</b>	55,000	_	5,000	5,000	5,000	5,000	5.000	5,000	5,000	5,000	5.000	5,000	5,000
Counselor / Student Support Advocate/Dean	33,000		55,000		5,000	3,000	3,000	3,000	5,500	5,500	5,000	5,000	5,000	3,000	3,000
Teachers Salaries	1,080,450	(90,038)	990,413	_	90,038	90,038	90,038	90,038	90,038	90,038	90,038	90,038	90,038	90,038	90,038
SPED Teachers	176,400	(14,700)	161,700		14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700
Office Manager/ Registrar / Banker	87.684	(14,700)	87.684	7,307	7,307	7,307	7,307	7,307	7,307	7,307	7,307	7.307	7,307	7.307	7.307
Secretary & FASA	42,560		42,560	7,307	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869
Teacher Assistants (including SPED)	37,440	-	37,440	_	3,404	3,404	3,404	3,404	3,404	3,404	3,404	3,404	3,404	3,404	3,404
Campus Monitors	48,480	_	48,480	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040	4,040
Cafeteria Manager		-	-	-,040	-	-,040	-,040	-,040	-,040	-	-	-,040	-	-	-
Grant Manager			-	_	_	_	_	_	_			_	_		
SPED Facilitator	_	-	-	_	-	-	_	_	-	-	-	-	-	-	
Speech Pathologist	_		-	_	_	_	_	_	_			_	_		
School Psychologist	_	-	-	_	-	-	-	-	-	_	-	-	-	-	_
School Nurse			-	_	_	_	-	_	_			_	_		
OT.	_	-	-	_	-	-	_	_	_	-	_	_	_	-	
Gate Teacher	26.000	(2,167)	23.833	_	2,167	2.167	2.167	2,167	2,167	2,167	2,167	2,167	2,167	2.167	2,167
Cafeteria Manager - NSLP	19,610	(2,107)	19,610	_	1.783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783	1,783
On Campus Sub	22,500	-	22,500	_	2.045	2.045	2.045	2.045	2.045	2.045	2.045	2.045	2.045	2.045	2.045
PERS - 29.75%	504,597	(31.804)	472,793	5,855	42.449	42,449	42,449	42.449	42.449	42,449	42,449	42.449	42,449	42,449	42,449
Insurances/Employment Taxes/Other Benefits	313,783	(23,750)	290,033	3,592	26,040	26,040	26,040	26,040	26,040	26,040	26,040	26,040	26,040	26,040	26,040
Incentives / Bonuses	10,158	(23,730)	10,158	5,552	20,010	7,618	20,040	20,0-10	2,539	20,010	20,010	20,0-10	20,040	20,010	-
Stipend	-	-	-			7,010			-				-		
Tuition Reimbursements	5,400	-	5,400							2,700					2,700
Subst. Teachers (10 days/Teacher)	24,525	-	24,525		2,453	2,453	2,453	2,453	2,453	2,453	2,453	2,453	2,453	2,453	
Consumables	40,800	- 1	40,800	32,640	4.080	4,080	_,	2,.00				2,.00		2,100	
Dual Enrollment - Student Fees/Texbooks	,	- 1	-	02,010	,,,,,,	,,,,,,									
Zion's FFE Lease - payments	76,500	- 1	76,500					9,563	9,563	9,563	9,563	9,563	9,563	9,563	9,563
Office Supplies	7,616	- 1	7,616	3,808	346	346	346	346	346	346	346	346	346	346	346
Classroom Supplies	15,776	- 1	15,776	7,888	717	717	717	717	717	717	717	717	717	717	717
Copier Supplies	2,312	-	2,312	1,156	105	105	105	105	105	105	105	105	105	105	105
Nursing Supplies	1,768	_	1,768	884	80	80	80	80	80	80	80	80	80	80	80
SPED Supplies	11,930	-	11,930	5,965	542	542	542	542	542	542	542	542	542	542	542
Athletics			-	5,505									342	- 342	
Data Analysts	6,250	-	6,250							3,125			-	-	3,125
Special Education Contracted Services	108.800		108,800		9,891	9,891	9,891	9,891	9,891	9,891	9,891	9,891	9,891	9.891	9.891
Contracted Services: Transportation	108,800	-	100,000	_											
Management Fee (Academica Nevada)		<del>                                     </del>	-				-	-		_					
Payroll Services	8,820	<del>                                     </del>	8,820	735	735	735	735	735	735	735	735	735	735	735	735
Audit/Tax				,33	,33	,33	,33	,33	,33	/33	,33	,33	,33	,33	,33
nauty rax	لـــــــــا														

#### Attachment 4 - Year 1 Cash Flow

Legal Fees	5,500	-	5,500	4,000	750	250	250	250							
IT Services	24,480	-	24,480	2.040	2.040	2.040	2.040	2.040	2.040	2.040	2.040	2.040	2.040	2.040	2.040
IT Set-up Fees	15,000	-	15,000	10,000	2,000	3,000	,	,	,	,	,	,	,	,	,
State Administrative Fee	49,062	-	49,062	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089	4,089
Affiliation Fee - Inc. (1/2 of 1%)	19,625	-	19,625	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635
Affiliation Fee - Professional Development (1/2 of 1%)	19,625	-	19,625	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635	1,635
Telephone	12,070	-	12,070		1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097	1,097
Internet	4,017	-	4,017		365	365	365	365	365	365	365	365	365	365	365
Cell Phones	-	-	-			-									
Postage	700	-	700	58	58	58	58	58	58	58	58	58	58	58	58
Website	4,500	-	4,500		4,500										
Copier / Printing	25,750	-	25,750		2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341
Infinite Campus	3,296	-	3,296		3,296										
Property Insurnance	7,955	-	7,955			5,569				2,387					
Liability Insurance	7,955	-	7,955			5,569				2,387					
Other Insurances	7,955	-	7,955			5,569				2,387					
Lunch Program-NSLP	197,574	-	197,574		17,961	17,961	17,961	17,961	17,961	17,961	17,961	17,961	17,961	17,961	17,961
Advertising/Marketing	5,000	-	5,000	2,500	2,500										
Travel	1,250	-	1,250	1,250					-						
Background and Fingerprinting	750	-	750		68	68	68	68	68	68	68	68	68	68	68
Dues and Fees	6,500	-	6,500		591	591	591	591	591	591	591	591	591	591	591
Graduation	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Loan Repayments	-		-		-	-	-	-	-	-	-	-	-	-	-
Other Purchases	1,750	-	1,750		159	159	159	159	159	159	159	159	159	159	159
Public Utilities	30,729	-	30,729		2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794	2,794
Natural Gas	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Water Sewer	4,368	-	4,368		397	397	397	397	397	397	397	397	397	397	397
Garbage/Disposal	10,884	-	10,884		989	989	989	989	989	989	989	989	989	989	989
Fire and Security alarms	7,210	-	7,210	4,000		-	-	-	-	3,210					
Contracted Janitorial Services	90,450	-	90,450		8,223	8,223	8,223	8,223	8,223	8,223	8,223	8,223	8,223	8,223	8,223
Custodial Supplies	17,408	-	17,408	5,000	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128	1,128
Facility Maintenance/Repairs/Capital Outlay	21,500	-	21,500		1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955	1,955
Snow Removal	10,147		10,147		922	922	922	922	922	922	922	922	922	922	922
Lawn Care	10,000	-	10,000		909	909	909	909	909	909	909	909	909	909	909
AC Maintenance & Repair	9,709	-	9,709		883	883	883	883	883	883	883	883	883	883	883
Scheduled Lease Payment (Portable Bldg)	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Scheduled Lease Payment	600,000	-	600,000		54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545	54,545
Scheduled Bond Payment	-	-	-												
Rent Reimbursment by Pre-K	-	-	=							=					-
Total Expenses	4,067,878	(162,458)	3,905,420	118,411	347,955	362,484	331,079	340,642	342,931	356,587	340,392	340,392	340,392	340,392	343,764
		Monthly	( Cash Flow (negative)	208,669	(20,875)	(16,554)	14,850	5,288	2,998	(10,657)	93,394	5,538	5,538	5,538	2,165
			Cumulative (negative)	208,669	187,794	171,240	186,091	191,378	194,377	183,720	277,114	282,652	288,189	293,727	295,892

<sup>\*\*\*</sup>Differences in salaries and beneifts are due to teachers being paid over the summer.

## Doral Academy of Northern Nevada (DANN) Budget Narrative

The following narrative provides an overview of DANN's projected revenue and expenses.

#### Revenue

#### **Per-Pupil Revenue:**

The budget created for Doral Academy of Northern Nevada includes the per-pupil revenue assumption of \$7,074 for the 22-23 fiscal year of operation, with an estimated 1.00-2.00% increase each subsequent year thereafter. \$7,215 estimated per-pupil amount for the proposed campus in the first fiscal year of operation (2023-2024). Assumption of \$7,074 is based on the per-pupil funding amount in Washoe County shown in the following table found in Senate Bill No. 458:

<ol><li>For each charter school or university school for profoundly</li></ol>
gifted pupils, the statewide base per pupil funding amount for each
pupil enrolled full-time in a program of distance education provided
by such a school in Fiscal Year 2022-2023 is \$7,074. For each such
school which provides in-person instruction in each of the respective
counties, the adjusted base per pupil funding amount for Fiscal Year
2022-2023 is:

and the second s		
Carson City	\$7,074	
Churchill	\$7,265	
Clark	\$7,293	
Douglas	\$7,074	
Elko	\$7,265	
Esmeralda	\$7,265	
Eureka	\$7,265	
Humboldt	\$7,265	
Lander	\$7,265	
Lincoln	\$7,265	
Lyon	\$7,074	
Mineral	\$7,265	
Nye	\$7,265	
Pershing	\$7,265	
Storey	\$7,074	
Washoe	\$7,074	
White Pine	\$7,265	

#### **National School Lunch Program (NSLP):**

The budget for Doral Academy of Northern Nevada includes an assumptive NSLP reimbursement rate of \$3.25 - \$3.50 per student for 180 school days. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. Doral Academy of Northern Nevada has a current FRL student population of approximately 6.5%; the proposed campus projects an FRL student population of 55%.

#### **Special Education Funding (Part B):**

Anticipated \$950 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year.

#### **SPED Discretionary Unit:**

Anticipated \$2,500 - \$2,600 per SPED student – Revenue is budgeted based upon prior year SPED counts. Limited funding during the first year of operation.

#### **English Language Learner (ELL) Weight:**

Anticipated \$1,669 per ELL student – Revenue is budgeted based upon anticipated ELL counts. Student ELL counts are budgeted at 20% of the anticipated student enrollment for the proposed. ELL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the ELL weight multiplier of 0.23 (figures located in SB458). Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

#### Gifted and Talented Education (GATE) Weight:

Anticipated \$862 per GATE student – Revenue is budgeted based upon anticipated GATE counts. Student GATE counts are budgeted at roughly 3% of the anticipated student enrollment. GATE per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the gifted and talented multiplier of 0.12 (figures located in SB458). Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

#### At-Risk [Free and Reduced Lunch (FRL)] Weight:

Anticipated \$247 per FRL student – Revenue is budgeted based upon anticipated year FRL counts. Student FRL counts are budgeted at 32% of the anticipated student enrollment for the system and 71% for the proposed campus. FRL per pupil funding amount is obtained by utilizing the 22-23 statewide base of \$7,074 multiplied by the at-risk weight multiplier of 0.03 (figures located in SB458). Weight not assumed in Year 1 of the proposed campus as counts are from the prior year.

#### **Expenses**

#### **Expense Categories:**

1.	Personnel	pg. 2
2.	Benefits	pg. 4
3.	Payroll Services	pg. 5
4.	Contractual	pg. 5
5.	Contracted Services	pg. 5
6.	Equipment	pg. 6
7.	Supplies	pg. 6
8.	Insurance	pg. 7
9.	Facility	pg. 7
10.	National School Lunch Program (NSLP)	pg. 7
11.	Travel	pg. 8
12.	Accounting, Audit, Legal Fees	pg. 8
13.	Technology	pg. 8
14.	Other	pg. 8

#### Personnel:

Approx. 39.06% of the budget (Year 1 – Year 6)

In the 23-24 school year, the proposed Doral Academy of Northern Nevada campus will have a total staff of 39, including 28.5 total teachers and 10.5 total administrative and support staff: with a total enrollment of 544 students. By the 27-28 school year, the proposed Doral Academy of Northern Nevada campus is estimated to expand to a total staff of 71 and a total student enrollment of 996; adding, throughout the years, the necessary staff to effectively manage the actual/projected student enrollment increases. Below are the actual and anticipated staffing positions, including the average salary of each position:

Principal - \$100,000/year – Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Assistant Principal - \$80,000/year – Develop/implement the total school program by assisting the principal in the overall running of the school.

Counselor - \$50,000/year - Act as advocates for students' well-being, and as valuable resources for their educational advancement.

ELL Coordinator - \$55,000/year – Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.

Classroom Teachers (Core) - \$44,100/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Classroom Teachers (Special) - \$44,100/year – Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.

Special Ed. Teachers - \$44,100/year – Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.

Office Manager - \$45,000/year – Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.

Registrar - \$40,000/year – Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.

Teacher Assistants - \$13.00/hour – Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.

Clinic Aide - \$14.00/hour – Renders basic first aid to students and performs health-related records/data file management duties.

Receptionist - \$14.00/hour – *Greet visitors, parents and students, while facilitating communication within the school and assuring records and schedules are kept up to date.* 

Campus Monitor/Custodian - \$25.00/hour - Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.

Cafeteria Manager - \$13.50/hour – Responsible for planning, managing, and supervising a small food service facility (cafeteria).

Below are Doral Academy of Northern Nevada's anticipated staffing needs each year as a network; including the total anticipated staffing cost each year:

Position	FY23	FY24	FY25	FY26	FY27	FY28
Principal	1.00	2.00	2.00	2.00	2.00	2.00
Assistant Principal	1.00	2.00	3.00	3.00	4.00	4.00
ELL Corrdinator	-	1.00	1.00	1.00	1.00	1.00
Counselor / Student Support Advocate / Dean	2.00	2.00	2.00	3.00	3.00	3.00
Curriculum Coach	1.00	1.00	2.00	2.00	2.00	2.00
Classroom Teachers (Core)	35.00	57.00	63.00	68.00	72.00	72.00
Classroom Teachers (Specials)	6.50	11.00	11.50	13.00	13.00	13.00
Special Education Teachers	3.00	7.50	7.50	8.50	9.50	10.50
SPED Facilitator / Speech Pathologist	1.00	1.00	1.00	1.00	1.00	1.00
Office Manager/Banker	2.00	3.00	3.00	3.00	3.00	3.00
Registrar	1.00	2.00	2.00	2.00	2.00	2.00
Receptionist / Clinic Aide/ FASA	2.00	4.00	4.00	4.00	4.00	4.00
Teacher Assistants (SPED Included)	7.00	9.00	12.00	14.00	16.00	17.00
Campus Monitor/Custodian	1.00	2.00	2.00	2.00	2.00	2.00
Cafeteria Manager	1.00	2.00	2.00	2.00	2.00	2.00
Total Staff:	64.50	106.50	118.00	128.50	136.50	138.50
Total Staff Cost:	2,829,508	4,755,249	5,281,826	5,809,836	6,257,877	6,427,533

All salaries are anticipated to increase by 2.00% each year Additional staff positions will be added in the following years based upon the growth of these charter schools.

#### a. Doral Academy of Northern Nevada - Proposed K-8 Campus - Personnel Breakdown

Position	FY23	FY24	FY25	FY26	FY27	FY28
Principal	-	1.00	1.00	1.00	1.00	1.00
Assistant Principal	-	-	1.00	1.00	2.00	2.00
ELL Corrdinator	-	1.00	1.00	1.00	1.00	1.00
Counselor / Student Support Advocate / Dean	-	-	-	1.00	1.00	1.00
Curriculum Coach	-	-	1.00	1.00	1.00	1.00
Classroom Teachers (Core)	-	21.00	27.00	32.00	36.00	36.00
Classroom Teachers (Specials)	-	4.00	4.50	6.00	6.00	6.00
Special Education Teachers	-	4.00	4.00	5.00	6.00	7.00
SPED Facilitator / Speech Pathologist	-	-	-	-	-	-
Office Manager/Banker	-	1.00	1.00	1.00	1.00	1.00
Registrar	-	1.00	1.00	1.00	1.00	1.00
Receptionist / Clinic Aide/ FASA	-	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)	-	2.00	5.00	7.00	9.00	10.00
Campus Monitor/Custodian	-	1.00	1.00	1.00	1.00	1.00
Cafeteria Manager	-	1.00	1.00	1.00	1.00	1.00
Total Staff:	-	39.00	50.50	61.00	69.00	71.00
Total Staff Cost:	-	1,696,124	2,159,563	2,629,018	3,017,487	3,128,352

#### **Benefits**:

Approx. 19.82% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services; as they are not employed by the school. Employee benefits include, but are not limited to, the following:

- > PERS (Retirement)
- Medicare
- ➤ Workers Comp
- Medical/Dental/Vision/Life/Disability

These expenses are figured at approximately 48% of salaries in the 22-23 school year, increasing incrementally each subsequent year thereafter. Using the total cost of salaries each year from the personnel chart above, the anticipated cost of employee benefits each year is as followed:

	FY23	FY24	FY25	FY26	FY27	FY28
Total Salaries and Wages:	2,829,508	4,755,249	5,281,826	5,809,836	6,257,877	6,427,533
Benefits % of Salaries:	47.93%	48.25%	48.50%	48.75%	49.00%	49.25%
Total Cost of Benefits:	1,356,054	2,294,408	2,561,685	2,832,295	3,066,360	3,165,560

#### **Payroll Services:**

Approx. 0.18% of the budget (Year 1 – Year 6)

The cost of payroll services is assumed based upon the figures provided by other charter schools working with Academica Nevada. It costs \$20 per employee per month to process payroll, bringing us to an annual total cost of \$240 per employee.

#### **Contractual:**

Approx. 6.26% of the budget (Year 1 – Year 5)

Academica Nevada Management Fee – \$450 per student (minimal management fee in FY24 of the proposed campus) – Academica Nevada is an Educational Management Service Provider whose services to DANN include, and are not limited to, the following:

- > Identification, design, and procurement of facilities and equipment
- > Staffing recommendations and human resource coordination
- Regulatory compliance and state reporting
- > Legal and corporate upkeep
- > Public relations and marketing
- > The maintenance of the books and records of the charter school
- ➤ Bookkeeping, budgeting and financial forecasting

Doral Academy, Inc. ("Licensor"), and the school, Doral Academy of Northern Nevada ("Licensee"). Doral Academy, Inc. ("Licensor"), and the school, Doral Academy of Northern Nevada ("Licensee"). Doral Academy, Inc. grants Doral Academy of Northern Nevada a non-exclusive, non-transferable, royalty-free license to use the trademark in connection with the development and establishment of the school of Doral Academy of Northern Nevada in the State of Nevada.

➤ 0.50% of the 1.00% Doral Academy, Inc. Affiliation Fee goes back to the school for Professional Development.

#### **Contracted Services:**

Approx. 4.10% of the budget (Year 1 – Year 6)

Special Education Contracted Services – Anticipated expense of \$200 per student, increasing incrementally as SPED student enrollment increases and as the proposed K-8 campus begins to grow. Doral Academy of Northern Nevada projects roughly a 17% special education student population for budgetary purposes. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services. The budgeted expenses are based on actual expenses of charter schools Academica Nevada works closely with.

Data Analyst Contracted Services – \$7,500 annual expense starting in the 23-24 school year for the proposed campus, incrementally increasing each year thereafter. The DANN Data Analyst maintains

accurate data files of student achievement and works with site-based staff to interpret the data and plan for improved instructions. Essential duties include:

- Analyze and prepare reports from local, state, and national assessment data as it relates to individual's student performance and school improvement.
- ➤ Develop and maintain historical student and school data files to monitor track performance.
- Interpret and review assessment data with administrators and teachers; support the planning of action steps.
- ➤ Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles.
- ➤ Work with staff in schools in one-on-one and group settings to conduct training in the use of data to improve student results.

Substitute Teachers - \$175/day – Manage the learning environment while providing instruction in the absence of a classroom teacher. (10 days per teacher) DANN will contract with a staffing agency for substitute teachers. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide, who has and is currently serving charter schools similar in size of the proposed charter. The substitute teacher services provided, which include educational staffing and placement needs; are conservatively priced at \$175 per day, for 10 days per teacher.

#### **Equipment:**

Approx. 2.68% of the budget (Year 1 – Year 6)

FFE Lease: Instructional Equipment / Computers / Furniture / Fixtures - Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank allows Doral Academy of Northern Nevada to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The leases include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45<sup>th</sup> month for a 6% residual. Doral Academy of Northern Nevada budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. The budget includes actual/projected FFE cost over the next few years up until the 26-27 school year, including the total equipment cost and lease payments each year (budget may include slight variances as we anticipated a 5% interest rate for future leases; whereas our current lease interest rates are around 1.50% - 3.00%)

Copier/Printing – Anticipated copier lease at a rate of roughly \$26,000 annually for the proposed campus. Includes a cushion to account for overages in printing, which will also incrementally increase as student enrollment increases.

#### **Supplies:**

Approx. 2.64% of the budget (Year 1 – Year 6)

Consumables – \$140 per student – this includes items that can't be used more than once or by multiple students (i.e. workbooks).

Office Supplies – \$14 per student – utilized by administrative staff

Classroom Supplies – \$29 per student – utilized by teaching staff

Copier Supplies – \$4.25 per student

Nursing Supplies – \$3.25 per student

# **Attachment 5 - Budget Narrative**

SPED Supplies – \$129 per SPED student– utilized by SPED teaching staff

#### **Insurance:**

Approx. 0.61% of the budget (Year 1 – Year 6)

Facility/School Insurance - \$24,000 in Year 1 for the proposed K-8 campus, increasing in FY25 to match the other campus - based upon the current yearly figures being paid as part of the Doral Academy of Northern Nevada insurance bundle. Increasing by 6% each subsequent year thereafter

# **Facility:**

Approx. 19.57% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The DANN Board will secure a facility lease in time for the commencement of school operations. The facility will allow for necessary classrooms, computer labs, science labs, multi-purpose room, and office space needed. Academica manages over one-hundred schools nationwide, with a majority that have facilities with the model of adequate square feet per students that the anticipated facility will offer. Year 1 rent total of \$600,000 for the proposed campus, increasing each year. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost. Scheduled bond payment for the existing campus.

Public Utilities (electricity, gas, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as well. DANN is budgeting, for the proposed campus, roughly \$45,981 in Year 1 for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately \$90,450 annually in Year 1 of the proposed campus (rate at which the charter schools working with Academica Nevada pay as of right now), includes a cushion for any major/miscellaneous janitorial expenses. Contracted janitorial for daily/weekly cleaning of the campus.

Custodial Supplies - \$30 per student.

Facility Maintenance – Facility repairs, maintenance, capital outlay assumption of \$20,000 in Year 1 for the proposed campus, dependent on facility usage, increasing as student enrollment increases and to account for general facility wear and tear.

Lawn Care – Assumption of roughly \$16,000 annually for basic lawn care maintenance. Based on current facility costs. Increasing by 3% each subsequent year thereafter.

Snow Removal - Assumption of \$11,000 annual expense in Year 1 of the proposed campus. Increasing by 3% each subsequent year thereafter.

AC Maintenance & Repair – basic AC Maintenance & Repair assumption of roughly \$10,000 annually, increasing as student enrollment increases and to account for general AC wear and tear.

# **National School Lunch Program (NSLP):**

Approx. 2.16% of the budget (Year 1 – Year 6)

Doral Academy of Northern Nevada projects roughly 55% of the student population of the proposed campus will qualify for free and reduced lunch. Standard kitchen equipment is factored into the amount of the anticipated building space and may include up to an oven, warming cabinet, double door refrigerator, and single door freezer. These items are included in the schools anticipated FFE lease mentioned in more

# **Attachment 5 - Budget Narrative**

detail in the subsection above. Additional start-up expenses may include food thermometers, a prep table, oven mitts, single use gloves, and other kitchen supplies. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced-price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of \$3.60 per student for 180 school days.

#### Travel:

Approx. 0.02% of the budget (Year 1 – Year 6)

Travel costs associated with recruitment and staff development are estimated to be \$1,250 per year.

# Accounting, Audit, and Legal Fees:

Approx. 0.32% of the budget (Year 1 – Year 6)

Audit/Accounting – The proposed campus will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. Based on the rates given by Binder Dijker Ote (BDO), an accounting firm, who has and is currently serving charter schools similar in size of the proposed charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at \$28,500 per year for the system.

Legal Fees - 5,500 per year – based upon actual expenses and the expenses of other charter schools working with Academica Nevada.

# **Technology:**

Approx. 1.11% of the budget (Year 1 – Year 6)

Intellatek IT Monthly Services - IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance/monitoring of technology related hardware for the school, a fee of \$3.75 per month per student is necessary to ensure quality work is being done and the needs of the school are being met taking into consideration enrollment growth (equates to \$45.00 per year per student).

Intellatek IT Set-up Fees - Intellatek's initial start-up fee is dependent on how much new equipment is acquired by a school and/or if a school is opening for the first time. The initial start-up fee can be as high as \$15,000 per year and as low as \$5,000 per year. The budget reflects this wide variance and takes into consideration how much new equipment each school is anticipated to need each year, and whether it's a schools' first year of operation.

Infinite Campus - \$2 per student plus \$2,500 recurring expense each year. Infinite campus is an education software utilized by both the faculty of the school and parents/guardians of the students.

Website - \$4,500 per year per campus – Amount allocated for website upkeep and maintenance.

Telephone & Internet – annual contract expense of roughly \$16,000 for the proposed campus in the 23-24 school year (includes anticipated e-rate discount), with an estimated 3.00% contract increase each subsequent year thereafter. Based on current contract in place at Doral Academy of Northern Nevada.

#### Other:

Approx. 1.48% of the budget (Year 1 – Year 6)

# **Attachment 5 - Budget Narrative**

State Administrative Fee - 1.25% of DSA revenue – the state charges 1.25% of DSA revenue for the state sponsor fee.

Tuition Reimbursement – \$5,400 in 23-24 for the proposed campus – Employee benefits in which the school pays all, or a portion, of an employee's tuition for coursework and/or training.

Marketing/Advertising – \$5,000 annually for marketing/advertising. DANN will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a door-to-door approach.

Dues and Fees - Assumption of roughly \$9,000 annually per campus, increasing incrementally each year.

Postage - Estimate of \$1,000 per year, based upon prior year usage; incrementally increasing as student enrollment increases.

Background and Fingerprinting - \$60 per new employee

Miscellaneous Expenses (Other Purchases) – Estimate of \$1,750 per year, for miscellaneous expenses that may arise throughout the year.

# **Attachment 6 - School Budget (5-Year New Campus)**

DANN New Facility	FY23	FY24	FY25	FY26	FY27	FY28
Statewide Base (w/ District Adj)		7,215	7,309	7,404	7,500	7,598
Total Students (FTEs)		544	721	872	996	996
Kinder		100	100	100	100	100
1st Grade		104	104	104	104	104
2nd Grade		104	104	104	104	104
3rd Grade		104	104	104	104	104
4th Grade		78	104	104	104	104
5th Grade		54	81	108	108	108
6th Grade		-	124	124 124	124 124	124
7th Grade 8th Grade		-		- 124	124	124 124
9th Grade	+	-			- 124	-
10th Grade		-	_	_		-
11th Grade		-	-	- 1	- 1	_
12th Grade		-	-	-	-	-
Total Students (FTEs)		544	721	872	996	996
PRIOR YEAR NUMBERS						
SPED Count		92	92	123	148	169
ELL Count		-	109	144	174	198
GATE Count		-	20	25	33	38
FRL %		55%	55%	55%	55%	55%
At-Risk (FRL) Count		-	171	227	275	312
		-	-	-	-	-
TEACHING STAFF		21.00	27.00	22.00	35.00	20.00
Classroom Teachers		21.00	27.00	32.00	36.00	36.00
SPED Teachers		4.00	4.00 1.00	5.00 2.00	6.00	7.00
Art Teacher Music		1.00 1.00	1.00	1.00	2.00 1.00	2.00 1.00
PE Teacher		1.00	1.00	1.00	1.00	1.00
Dance		-	1.00	-	- 1.00	- 1.00
Technology (STEM)		-	-	-	_	_
Theatre		_	_	-	-	-
Spanish / Language		0.50	1.00	1.00	1.00	1.00
Additional Elective Teachers		-	-	-	-	-
Total Teaching Staff		28.50	35.00	42.00	47.00	48.00
ADMIN & SUPPORT						
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal		-	1.00	1.00	2.00	2.00
Dean/SSC		-	-	-	-	-
ELL Corrdinator		1.00	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate		-	- 1.00	1.00	1.00	1.00
Curriculum Coach		-	1.00	1.00	1.00	1.00
Office Manager/Banker		1.00 1.00	1.00	1.00 1.00	1.00	1.00
Registrar		1.00	1.00	1.00	1.00	1.00
Clinic Aide/ FASA Receptionist		1.00	1.00	1.00	1.00	1.00
Teacher Assistants (SPED Included) Campus Monitor/Custodian		2.00 1.00	5.00 1.00	7.00 1.00	9.00	10.00
Cafeteria Manager		1.00	1.00	1.00	1.00	1.00
Parent Engagement Corrdinator		-	-	-	-	- 1.00
SPED Facilitator		-	-	-	-	-
Speech Pathologist		-	-	-	-	-
School Psychologist		-	-	-	-	-
от		-	-	-	-	-
School Nurse		-	=	-	-	=
Gate Teacher		0.50	0.50	1.00	1.00	1.00
		-	-	-	-	-
Total Admin & Support		10.50	15.50	19.00	22.00	23.00
Total # Teachers		28.50	35.00	42.00	47.00	48.00
Total # Admin & Support		10.50	15.50	19.00	22.00	23.00
Total Staff		39.00	50.50	61.00	69.00	71.00
Total Salaries & Benefits as % of Expenses		63%	56%	56%	56%	57%
Instruction Salaries as % of Total Salaries		76%	77%	78%	78%	78%
Admin & Support Salaries as % of Total Salaries		24%	23%	22%	22%	22%
Rent as % of Revenue		14%	15%	16%	16%	16%
REVENUE (@ 100%)		FY24	FY25	FY26	FY27	FY28
State Base Revenue		3,924,960	5,269,789	6,456,288	7,470,000	7,567,608
Local SPED		-	-	-	- ,-7 0,000	
National School Lunch Program (NSLP)		188,496	246,258	306,464	340,184	350,044
		_55, .50	0,_00	300,.04	0,20 .	330,044

# **Attachment 6 - School Budget (5-Year New Campus)**

SPED Funding (Part B)	87,856	87,856	116,442	140,828	160,208
SPED Discretionary Unit	-	231,200	306,425	378,012	438,464
ELL Weight	ı	184,525	247,736	303,456	349,779
Gifted and Talented Education (GATE) Weight	ı	17,320	21,925	29,337	34,200
At-Risk Weight	ı	43,354	58,141	71,142	82,182
OTHER:	ı	i	ı	i	-
OTHER:	-	-	-	-	-
OTHER:	-	-	-	-	-
OTHER:	-	-	-	-	-
Total Revenues	4,201,312	6,080,301	7,513,421	8,732,959	8,982,486

EXPENSES	FY24	FY25	FY26	FY27	FY28
Personnel Costs - Unrestricted Salaries	F124	FIZS	FIZU	FIZI	F120
Principal	100.000	102,000	103,326	104,669	107,809
Assistant Principal(s)	100,000	80,000	83,735	164,346	166,483
Curriculum Coach	-	80,000	63,733	104,340	100,465
ELL Corrdinator	55,000	56,100	56,829	57,568	58,316
Counselor / Student Support Advocate/Dean	33,000	30,100	57,741	58,492	59,252
Teachers Salaries	1,080,450	1,395,000	1,687,200	1,894,815	1,920,850
	1,060,430	1,393,000	1,067,200	1,094,015	1,920,630
Prior Grant/Categorical Positions SPED Teachers	176,400	180,000	228,000	277,290	327,950
	87,684	89,438	89,438	90,601	91,779
Office Manager/ Registrar / Banker	42,560	43,320	43,320		44,840
Secretary & FASA				44,080	
Teacher Assistants (including SPED)	37,440	95,400	133,560	178,200	201,600
Campus Monitors	48,480	48,960	48,960	49,440	50,400
Parent Engagement Corrdinator  Total Unrestricted Salaries	1.628.014	2.090.218	2,532,110	2.919.501	3.029.279
Personnel Costs - Restricted Salaries	FY24	FY25	FY26	FY27	5,029,279 FY28
Lead Principal Staff		F125 -	F120	-	
SPED Facilitator	-	-	-		
Speech Pathologist	-	-		-	
I ' — —	-	-	- +	-	-
School Psychologist OT	-	-	-		-
School Nurse	-	-	- +	-	=
GATE	25,000	- 20.005	54.428		55,852
	26,000	26,865	54,428	55,136	55,852
NSLP Manager	10.010	- 10.000	10,000	20.250	- 20.720
Cafeteria Manager - NSLP	19,610	19,980	19,980	20,350	20,720 22,500
On Campus Sub	22,500	22,500	22,500	22,500	
Total Restricted Salaries	68,110	69,345	96,908	97,986	99,072
Total Salaries and Wages	1,696,124	2,159,563	2,629,018	3,017,487	3,128,352
PERS - 29.75%	504,597	642,470	782,133	897,702	930,685
Insurances/Employment Taxes/Other Benefits	313,783	404,918	499,513	580,866	610,029
Incentives / Bonuses	10,158	45,820	56,530	63,920	65,340
Stipend	-				-
Tuition Reimbursements	5,400	5,400	5,400	5,400	5,400
Subst. Teachers (10 days/Teacher)	24,525	35,250	46,800	55,050	56,700
Total Benefits and Related	858,463	1,133,858	1,390,376	1,602,939	1,668,153
Total Payroll / Benefits and Related	2,554,587	3,293,421	4,019,394	4,620,425	4,796,505
Supplies	FY24	FY25	FY26	FY27	FY28
Consumables	40,800	100,940	130,800	149,400	159,360
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-
Zion's FFE Lease - payments	76,500	177,000	225,000	250,000	200,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture		-	-	-	-
Office Supplies	7,616	10,094	12,208	13,944	13,944
Classroom Supplies	15,776	20,909	25,288	28,884	28,884
Copier Supplies	2,312	3,064	3,706	4,233	4,233
Nursing Supplies	1,768	2,343	2,834	3,237	3,237
SPED Supplies	11,930	11,930	15,812	19,123	21,755
Athletics/Extra	-	-	-	-	-
Total Supplies	156,702	326,280	415,648	468,821	431,413

# **Attachment 6 - School Budget (5-Year New Campus)**

Purchased Services	FY24	FY25	FY26	FY27	FY28
Data Analysts	6,250	12,875	12,875	13,261	13,659
Special Education Contracted Services	108,800	169,435	213,640	253,980	258,960
·		109,433	213,040	255,960	230,900
Contracted Services: Transportation	-	- 224.450	- 202 400	- 440 200	440.200
Management Fee	- 0.020	324,450	392,400	448,200	448,200
Payroll Services	8,820	10,860	12,300	13,500	13,500
Audit/Tax		15,118	15,118	15,571	16,039
Legal Fees	5,500	5,500	5,500	5,500	5,600
IT Services	24,480	32,445	39,240	44,820	44,820
IT Set-up Fees	15,000	12,000	12,000	12,000	8,500
State Administrative Fee (1.25%)	49,062	65,872	80,704	93,375	94,595
Affiliation Fee - Inc. (1/2 of 1%)	19,625	26,349	32,281	37,350	37,838
Affiliation Fee - Professional Development (1/2 of 1%)	19,625	26,349	32,281	37,350	37,838
Affiliation Fee -	-	-	-	-	-
Total Purchased Services	257,162	701,253	848,339	974,908	979,549
General Operations	FY24	FY25	FY26	FY27	FY28
Telephone	12,070	17,932	17,932	18,115	18,115
Internet	4,017	4,178	4,178	4,220	4,220
Cell Phones	-	-	-	-	-
Postage	700	700	700	725	725
Website	4,500	4,800	4,800	5,200	5,200
Copier / Printing	25,750	31,827	31,827	32,782	32,782
Infinite Campus	3,296	3,395	3,395	3,497	3,497
Total General Operations	50,333	62,831	62,831	64,538	64,538
Insurances	, in the second	, i			
Property Insurance	7,955	13,914	13,914	14,749	14,749
Liability Insurance	7,955	13,914	13,914	14,749	14,749
Other Insurances	7,955	13,914	13,914	14,749	14,749
Total Insurances	23,866	41,741	41,741	44,246	44,246
Other	FY24	FY25	FY26	FY27	FY28
Lunch Program-NSLP	197,574	257,964	316,097	355,974	365,835
Advertising/Marketing	5,000	5,000	5,000	3,500	3,500
Travel	1,250	1,250	1,250	1,250	1,250
Background and Fingerprinting	750	750	750	750	750
Dues and Fees	6,500	6,500	6,500	8,500	8,500
Loan Payment / Interest Expense	-	-	-	-	-
Prior Year Surplus allocated by board	-	-	-	-	-
Graduation	-	-		-	-
Other Purchases	1,750	1,750	1,750	1,750	1,750
Total Other	212,824	273,214	331,347	371,724	381,585
Facilities	FY24	FY25	FY26	FY27	FY28
Public Utilities	30,729	33,389	49,607	51,591	54,170
Natural Gas	-	-	-	-	-
Water / Sewer	4,368	4,543	4,724	4,913	5,110
Garbage/Disposal	10,884	11,826	17,570	18,273	19,004
Fire and Security alarms	7,210	7,426	7,649	7,955	8,353
Contracted Janitorial Services	90,450	97,335	118,706	122,268	125,936
Custodial Supplies	17,408	23,072	27,904	31,872	31,872
Facility Maintenance/Repairs/Capital Outlay	21,500	30,000	35,000	40,000	45,000
Lawn Care	10,147	16,079	16,561	17,058	17,741
Snow removal	10,000	11,000	11,000	11,000	11,000
AC Maintenance & Repair	9,709	10,000	10,300	10,815	11,356
Total Facilities	212,405	244,670	299,022	315,745	329,541
	, ,	,		-,	-,-
Total Expenses Before Bldg	3,467,878	4,943,412	6,018,323	6,860,408	7,027,377
	5,151,576	.,,,	2,220,020	-,-30,.00	.,,,
Scheduled Lease Payment	600,000	900,000	1,200,000	1,430,000	1,459,000
Scheduled Bond Payment	000,000	900,000	1,200,000	1,730,000	1,433,000
Scheduled Bond Payment Scheduled Bond Payment		-		-	-
	-	-	-	-	-
Additional Parking				-	
	-	-	-	-	-
<u> </u>					
Surplus (Pougnuss Total Evanges Longs Pougl	400.45	200.000	207 000	442	400 400
Surplus (Revenues-Total Expenses-Lease-Bond)	133,434 3.33%	<b>236,889</b> 4.06%	<b>295,098</b> 4.09%	<b>442,551</b> 5.27%	<b>496,109</b> 5.75%

FY23

FY24

FY25

FY26

FY27

**DANN New Facility** 

FY28

# **Attachment 7 - Network Budget (5-Year DANN System)**

DANN System	FY23	FY24	FY25	FY26	FY27	FY28
Statewide Base (w/ District Adj)	7,074	7,215	7,309	7,404	7,500	7,598
Total Students (FTEs)	965	1,540	1,717	1,868	1,992	1,992
Kinder		200	200	200	200	200
1st Grade		208	208	208	208	208
2nd Grade		208	208	208	208	208
3rd Grade		208	208	208	208	208
4th Grade		182	208	208	208	208
5th Grade		162	189	216	216	216
6th Grade		124	248	248	248	248
7th Grade 8th Grade	124 93	124 124	124 124	248 124	248 248	248 248
9th Grade		-	- 124	- 124	-	- 240
10th Grade					-	
11th Grade		_	_	_	_	_
12th Grade		-	-	-	-	-
Total Students (FTEs)	965	1,540	1,717	1,868	1,992	1,992
Total stadents (FES)	300	2,5 .0	2,7.27	2,000	2,332	2,332
PRIOR YEAR NUMBERS						
SPED Count	100	200	200	231	256	277
ELL Count	6	3	112	147	177	201
GATE Count	61	53	73	78	86	91
FRL %	6%	26%	29%	31%	33%	33%
At-Risk (FRL) Count	43	55	226	282	330	367
	-	-	-	-	-	-
TEACHING STAFF						
Classroom Teachers	35.00	57.00	63.00	68.00	72.00	72.00
SPED Teachers	3.00	7.50	7.50	8.50	9.50	10.50
Art Teacher	2.00	3.00	3.00	4.00	4.00	4.00
Music	1.00	2.00	2.00	2.00	2.00	2.00
PE Teacher	1.00	2.00	2.00	2.00	2.00	2.00
Dance	-	-	-	-	-	-
Technology (STEM)	-	-	-	-	-	-
Theatre	-	-	-	-	-	-
Spanish / Language	1.00	1.50	2.00	2.00	2.00	2.00
Additional Elective Teachers	0.50	1.00	1.00	1.00	1.00	1.00
Total Teaching Staff	43.50	74.00	80.50	87.50	92.50	93.50
ADMIN & SUPPORT						
Principal	1.00	2.00	2.00	2.00	2.00	2.00
Assistant Principal	1.00	2.00	3.00	3.00	4.00	4.00
Dean/SSC	1.00	1.00	1.00	1.00	1.00	1.00
ELL Corrdinator	-	1.00	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate	1.00	1.00	1.00	2.00	2.00	2.00
Curriculum Coach	1.00	1.00	2.00	2.00	2.00	2.00
Office Manager/Banker	2.00	3.00	3.00	3.00	3.00	3.00
Registrar	1.00	2.00	2.00	2.00	2.00	2.00
Clinic Aide/ FASA	1.00	2.00	2.00	2.00	2.00	2.00
Receptionist Teacher Assistants (CRED Included)	1.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)	7.00	9.00	12.00	14.00	16.00	17.00
Campus Monitor/Custodian	1.00	2.00	2.00	2.00	2.00	2.00
Cafeteria Manager	1.00	2.00	2.00	2.00	2.00	2.00
Parent Engagement Corrdinator SPED Facilitator	<del>-</del>	-	-	-	-	-
Speech Pathologist	1.00	1.00	1.00	1.00	1.00	1.00
	1.00	1.00	1.00	1.00	1.00	1.00
School Psychologist OT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	
Gate Teacher	1.00	1.50	1.50	2.00	2.00	2.00
5555 (555)61	-	-	-	2.00	2.00	-
Total Admin & Support	21.00	32.50	37.50	41.00	44.00	45.00
Total # Teachers	43.50	74.00	80.50	87.50	92.50	93.50
Total # Admin & Support	21.00	32.50	37.50	41.00	44.00	45.00
Total Staff		106.50	118.00	128.50	136.50	138.50
	64.50					
	64.50					
Total Salaries & Benefits as % of Expenses	60%	62%	59%	59%	59%	59%
			59% 75%	59% <b>76</b> %	59% 76%	59% 76%
Total Salaries & Benefits as % of Expenses	60%	62%				

# **Attachment 7 - Network Budget (5-Year DANN System)**

REVENUE (@ 100%)	FY23	FY24	FY25	FY26	FY27	FY28
State Base Revenue	6,826,410	11,111,100	12,549,553	13,830,672	14,940,000	15,135,216
Local SPED	74,124	74,124	74,124	74,124	74,124	74,124
National School Lunch Program (NSLP)	39,456	251,244	309,006	369,212	402,932	412,792
SPED Funding (Part B)	95,000	190,456	190,456	219,042	243,428	262,808
SPED Discretionary Unit	275,500	280,800	501,200	576,425	653,412	719,264
ELL Weight	9,810	5,007	189,613	252,890	308,676	355,068
Gifted and Talented Education (GATE) Weight	51,728	45,686	63,218	68,406	76,454	81,900
· · · -						
At-Risk Weight OTHER:	10,363	13,585	57,269	72,221	85,387	96,647
	-	-	-	-	-	-
OTHER:			-		-	
OTHER:	-	-	-	-	-	-
OTHER: Total Revenues	7 202 204	- 44 072 002	- 12 024 420	45 462 002	46 704 442	- 47 427 020
lotal Revenues	7,382,391	11,972,002	13,934,438	15,462,992	16,784,413	17,137,820
EXPENSES	FY23	FY24	FY25	FY26	FY27	FY28
Personnel Costs - Unrestricted Salaries						
Principal	114,240	215,725	220,040	222,900	225,798	230,513
Assistant Principal(s)	84,660	155,761	238,876	244,677	327,380	331,636
Curriculum Coach	60,180	60,962	62,182	62,990	63,809	64,638
ELL Corrdinator	65,280	121,129	123,551	125,157	126,784	128,433
Counselor / Student Support Advocate/Dean	68,340	69,228	70,613	129,272	130,952	132,655
I ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '						4,041,850
Teachers Salaries	1,842,750	3,033,450	3,390,000	3,724,200	3,973,815	4,041,850
Prior Grant/Categorical Positions	120 500	220.450	246.252	397.750	450 540	-
SPED Teachers	136,500	339,150	346,250	,	450,540	504,700
Office Manager/ Registrar / Banker	107,010	196,086	200,008	201,445	204,064	206,717
Secretary & FASA	42,560	85,880	87,400	88,160	89,680	91,200
Teacher Assistants (including SPED)	131,040	171,000	231,480	272,160	319,320	345,240
Campus Monitors	48,480	97,440	98,400	98,880	99,840	101,280
Parent Engagement Corrdinator	-	-	-	-	-	-
Total Unrestricted Salaries	2,701,040	4,545,811	5,068,799	5,567,591	6,011,982	6,178,861
Personnel Costs - Restricted Salaries	FY23	FY24	FY25	FY26	FY27	FY28
Lead Principal Staff	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	49,470	50,113	51,115	51,780	52,453	53,135
School Psychologist	-	-	-	-	-	-
ОТ	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
GATE	53,040	79,730	81,669	109,945	111,374	112,822
NSLP Manager	-	-	-	-	-	-
Cafeteria Manager - NSLP	14,708	34,595	35,243	35,520	36,168	36,815
On Campus Sub	11,250	45,000	45,000	45,000	45,900	45,900
Total Restricted Salaries	128,468	209,438	213,027	242,244	245,894	248,672
Total Salaries and Wages	2,829,508	4,755,249	5,281,826	5,809,836	6,257,877	6,427,533
PERS - 29.75%	841,779	1,414,686	1,571,343	1,728,426	1,861,718	1,912,191
Insurances/Employment Taxes/Other Benefits	514,276	879,721	990,342	1,103,869	1,204,641	1,253,369
Incentives / Bonuses	68,463	79,990	117,049	128,685	137,013	139,383
Stipend	-	-	-	-	-	-
Tuition Reimbursements	5,400	12,600	12,600	14,400	14,400	14,400
Subst. Teachers (10 days/Teacher)	60,525	84,500	95,875	108.125	114,750	117.725
Total Benefits and Related	1,490,442	2,471,497	2,787,209	3,083,505	3,332,522	3,437,068
Total Payroll / Benefits and Related	4,319,950	7,226,746	8,069,035	8,893,340	9,590,399	9,864,600
	FY23	FY24	FY25	FY26	FY27	FY28
Supplies Consumables	135,100	180,240	240,380	280,200	298,800	318,720
Dual Enrollment - Student Fees/Textbooks	133,100	100,240	240,380	200,200	230,000	310,720
	105 000	224 500	307.000	345.000	370,000	200.000
Zion's FFE Lease - payments	185,000	221,500	297,000	345,000	370,000	300,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	40,000		-	-		
Office Supplies	13,510	21,560	24,038	26,152	27,888	27,888
Classroom Supplies	27,985	44,660	49,793	54,172	57,768	57,768
	4 4 0 4	6,545	7,297	7,939	8,466	8,466
Copier Supplies	4,101					
Copier Supplies Nursing Supplies	3,136	5,005	5,580	6,071	6,474	6,474
Copier Supplies Nursing Supplies SPED Supplies			5,580 25,862	6,071 29,744	6,474 33,055	6,474 35,687
Copier Supplies Nursing Supplies	3,136	5,005				

# **Attachment 7 - Network Budget (5-Year DANN System)**

Purchased Services						
r urchuseu services	FY23	FY24	FY25	FY26	FY27	FY28
Data Analysts	12,500	18,750	25,750	25,750	26,523	27,318
1 · ·						
Special Education Contracted Services	250,900	367,760	428,395	472,600	512,940	517,920
Contracted Services: Transportation	-	-	-	- 1	-	-
Management Fee	434,250	448,200	772,650	840,600	896,400	896,400
1 <sup>-</sup>						
Payroll Services	13,620	23,280	25,320	26,760	27,960	27,960
Audit/Tax	28,500	29,355	30,236	30,236	31,143	32,077
Legal Fees	5,500	11,000	11,000	11,000	11,100	11,200
1 <sup>9</sup>						
IT Services	40,530	69,300	77,265	84,060	89,640	89,640
IT Set-up Fees	7,500	25,000	20,500	20,500	20,500	17,000
State Administrative Fee (1.25%)	86,229	138,889	156,869	172,883	186,750	189,190
Affiliation Fee - Inc. (1/2 of 1%)	34,132	55,556	62,748	69,153	74,700	75,676
Affiliation Fee - Professional Development (1/2 of 1%)	34,132	55,556	62,748	69,153	74,700	75,676
Affiliation Fee -						
Total Purchased Services	947,793	1,242,645	1,673,481	1,822,696	1,952,355	1,960,058
General Operations	FY23	FY24	FY25	FY26	FY27	FY28
Talankana						
Telephone	16,740	29,312	35,519	35,871	36,412	36,778
Internet	3,900	8,034	8,275	8,357	8,483	8,568
Cell Phones					_	
1 · · · · · · · · · · · · · · · · · · ·	200	4.500	4.500	4.500		4 505
Postage	800	1,500	1,500	1,500	1,525	1,525
Website	4,750	9,000	9,600	9,600	10,400	10,400
Copier / Printing	24,200	56,650	63,654	63,654	65,564	65,564
Infinite Campus	3,200	6,592	6,790	6,790	6,993	6,993
Total General Operations	53,590	111,088	125,338	125,771	129,377	129,829
Insurances						
Property Insurance	12,100	20,781	27,509	28,325	30,025	30,941
Liability Insurance	11,000	19,615	26,273	27,015	28,636	29,469
Other Insurances	19,250	28,360	35,543	36,841	39,051	40,509
Total Insurances	42,350	68,757	89,326	92,181	97,712	100,920
Other	FY23	FY24	FY25	FY26	FY27	FY28
Lunch Program-NSLP	43,274	263,115	323,505	381,638	422,412	432,272
Advertising/Marketing	1,500	6,500	6,500	6,500	5,000	5,000
Travel	1,250	2,500	2,500	2,500	2,500	2,500
I						
Background and Fingerprinting	1,200	1,500	1,500	1,500	1,500	1,500
Dues and Fees	11,500	18,000	18,000	18,000	20,500	20,500
Loan Payment / Interest Expense			-		-	-
I -		-		-		
Prior Year Surplus allocated by board	-	-	-	-	-	-
Graduation	-	-	-	-	-	-
Other Purchases	1,750	3,500	3,500	3,500	3,500	3,500
Total Other	60,474	295,115	355,505	413,638	455,412	465,272
Facilities	FY23	FY24	FY25	FY26	FY27	FY28
Public Utilities	60,000	92,529	97,043	115,170	119,121	123,727
I						
Natural Gas	3,800	3,914	4,031	4,152	4,277	4,405
Water / Sewer	6,000	10,548	10,908	11,281	11,666	12,066
1 · F	24,000	35,604	37,288	43,796	45,285	46,827
Garbage/Disposal						
Fire and Security alarms	7,000	14,420	14,853	15,298	15,834	16,468
Contracted Inniterial Consists		2 ., .20				
ICONITACIED JANIFORIAI SERVICES	108.633		212.584	237.413	244.535	251.871
Contracted Janitorial Services	108,633	202,342	212,584	237,413	244,535	251,871
Custodial Supplies	30,880	202,342 49,280	54,944	59,776	63,744	63,744
I F		202,342				
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay	30,880 41,000	202,342 49,280 62,500	54,944 76,000	59,776 81,000	63,744 80,000	63,744 90,000
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care	30,880 41,000 17,472	202,342 49,280 62,500 28,143	54,944 76,000 32,158	59,776 81,000 32,640	63,744 80,000 34,116	63,744 90,000 35,481
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal	30,880 41,000	202,342 49,280 62,500	54,944 76,000	59,776 81,000	63,744 80,000	63,744 90,000
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care	30,880 41,000 17,472	202,342 49,280 62,500 28,143	54,944 76,000 32,158	59,776 81,000 32,640	63,744 80,000 34,116	63,744 90,000 35,481
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair	30,880 41,000 17,472 15,500 9,426	202,342 49,280 62,500 28,143 25,500 19,418	54,944 76,000 32,158 26,500 20,097	59,776 81,000 32,640 26,500 20,397	63,744 80,000 34,116 26,500 21,947	63,744 90,000 35,481 26,500 23,156
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal	30,880 41,000 17,472 15,500	202,342 49,280 62,500 28,143 25,500	54,944 76,000 32,158 26,500	59,776 81,000 32,640 26,500	63,744 80,000 34,116 26,500	63,744 90,000 35,481 26,500
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities	30,880 41,000 17,472 15,500 9,426 323,711	202,342 49,280 62,500 28,143 25,500 19,418 544,198	54,944 76,000 32,158 26,500 20,097 586,406	59,776 81,000 32,640 26,500 20,397 647,424	63,744 80,000 34,116 26,500 21,947 667,027	63,744 90,000 35,481 26,500 23,156 694,244
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair	30,880 41,000 17,472 15,500 9,426	202,342 49,280 62,500 28,143 25,500 19,418	54,944 76,000 32,158 26,500 20,097	59,776 81,000 32,640 26,500 20,397	63,744 80,000 34,116 26,500 21,947	63,744 90,000 35,481 26,500 23,156
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities	30,880 41,000 17,472 15,500 9,426 323,711	202,342 49,280 62,500 28,143 25,500 19,418 544,198	54,944 76,000 32,158 26,500 20,097 586,406	59,776 81,000 32,640 26,500 20,397 647,424	63,744 80,000 34,116 26,500 21,947 667,027	63,744 90,000 35,481 26,500 23,156 694,244
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg	30,880 41,000 17,472 15,500 9,426 323,711 <b>6,169,601</b>	202,342 49,280 62,500 28,143 25,500 19,418 544,198	54,944 76,000 32,158 26,500 20,097 586,406	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328	63,744 80,000 34,116 26,500 21,947 667,027	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg	30,880 41,000 17,472 15,500 9,426 323,711 <b>6,169,601</b>	202,342 49,280 62,500 28,143 25,500 19,418 544,198	54,944 76,000 32,158 26,500 20,097 586,406	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328	63,744 80,000 34,116 26,500 21,947 667,027	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993	59,776 81,000 32,640 26,500 20,397 647,424 12,744,328 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	30,880 41,000 17,472 15,500 9,426 323,711 	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 -	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - -	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - - - 360,404	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	30,880 41,000 17,472 15,500 9,426 323,711 	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 -	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	30,880 41,000 17,472 15,500 9,426 323,711 	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - - - 360,404	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 - - - 211,202 2.88%	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - - 263,217 2.25%	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - - - 360,404 2.65%	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533 - - - 463,147 2.83%	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06%
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	30,880 41,000 17,472 15,500 9,426 323,711 	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - - - 360,404	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 - - - 211,202 2.88%	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - - 263,217 2.25%	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - - - 360,404 2.65%	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533 - - - 463,147 2.83%	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06%
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System	30,880 41,000 17,472 15,500 9,426 323,711 - - 1,001,588 - - - 211,202 2.88% FY23	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25%	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06%
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 - - - 211,202 2.88%	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - - 263,217 2.25%	54,944 76,000 32,158 26,500 20,097 586,406 11,549,041 900,000 1,124,993 - - - 360,404 2.65%	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%	63,744 80,000 34,116 26,500 21,947 667,027 13,694,733 1,430,000 1,196,533 - - - 463,147 2.83%	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06%
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	30,880 41,000 17,472 15,500 9,426 323,711 - - 1,001,588 - - - 211,202 2.88% FY23	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - - 263,217 2.25% FY24 1,978,082	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System	30,880 41,000 17,472 15,500 9,426 323,711 - - 1,001,588 - - - 211,202 2.88% FY23	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25%	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06%
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 - - - 211,202 2.88% FY23	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082 600,000	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	30,880 41,000 17,472 15,500 9,426 323,711 - - 1,001,588 - - - 211,202 2.88% FY23	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - - 263,217 2.25% FY24 1,978,082	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 -	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 - - - 211,202 2.88% FY23	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082 600,000	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 -	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment Adjusted Net Income Available Before Lease and Debt Service	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 2,655,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 -	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment Adjusted Net Income Available Before Lease and Debt Service	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 2,655,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Bond Payment	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 2,655,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Lease Payment Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588 - 1,001,588 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1,714,865	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 2,389,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 2,626,533  1.18	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 2,655,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment Adjusted Net Income Available Before Lease and Debt Service  Scheduled Lease Payment Scheduled Bond Payment Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit)	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 - 2,389,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 2,655,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Lease Payment Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588 - 1,001,588 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1,714,865	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328 1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 2,389,907	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 2,626,533  1.18	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 2,655,783
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment  Total Lease Payment Scheduled Bond Payment  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payment & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation  Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601  1,001,588 211,202 2.88%  FY23 1,212,790 - 1,001,588 - 1,001,588 - 1,001,588 - 1,001,588 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1,115	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25  2,385,398 900,000 1,124,993 2,024,993 1.18	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907 2,389,907 - 1,14	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 2,626,533 1.18	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1.19
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Bond Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payment Scheduled Bond Payment  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation  Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable Plus: Operating Surplus	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588 - 1,001,588 1,001,588 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 - 2,389,907 1.14	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533  1.18	63,744 90,000 35,481 26,500 23,156 694,244  13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 - 1,196,783 - 512,111 3.06%
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  DANN System  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Bond Payment Scheduled Bond Payment Adjusted Net Income Available Before Lease and Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable Plus: Operating Surplus Ending Cash Balance	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601  1,001,588 211,202 2.88%  FY23 1,212,790 - 1,001,588 - 1,001,588 - 1,001,588 - 1,001,588 - 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1,115	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25  2,385,398 900,000 1,124,993 2,024,993 1.18	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907 2,389,907 - 1,14	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 2,626,533 1.18	63,744 90,000 35,481 26,500 23,156 694,244 13,969,925 1,459,000 1,196,783 - - - 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1,19
Custodial Supplies Facility Maintenance/Repairs/Capital Outlay Lawn Care Snow removal AC Maintenance & Repair  Total Facilities  Total Expenses Before Bldg  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Bond Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payment Scheduled Bond Payment  Adjusted Net Income Available Before Lease and Debt Service  Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation  Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable Plus: Operating Surplus	30,880 41,000 17,472 15,500 9,426 323,711 6,169,601 - 1,001,588 211,202 2.88% FY23 1,212,790 - 1,001,588 - 1,001,588 1,001,588 1,001,588	202,342 49,280 62,500 28,143 25,500 19,418 544,198 9,993,920 600,000 1,114,865 - - - 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15	54,944 76,000 32,158 26,500 20,097 586,406  11,549,041 900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	59,776 81,000 32,640 26,500 20,397 647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 - 2,389,907 1.14	63,744 80,000 34,116 26,500 21,947 667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533  1.18	63,744 90,000 35,481 26,500 23,156 694,244  13,969,925 1,459,000 1,196,783 512,111 3.06% FY28 3,167,895 1,459,000 1,196,783 - 1,459,000 1,196,783 - 1,459,000 1,196,783 - 2,655,783 1,19

# INDEPENDENT AUDIT DATA

- -Supply the requested data from each independent audit performed for the organization or a sch
- Please check the calculated values below and make sure they correspond with internal records Discrepancies between published data and reported data must be thoroughly explained on next tab

			Entity Description Data	
State	Entity ID	School ID	School/Entity Name (as it appears on Independent Audit)	First Fiscal Year o
NV	46-5122331		Mater Academy of Nevada	2019-2020
NV	46-1907920		Doral Academy of Nevada	2019-2020
NV	45-5065099		Pinecrest Academy of Nevada	2019-2020
NV	27-5393412		Somerset Academy of Las Vegas	2019-2020
NV	81-1668405		SLAM Academy of Nevada	2019-2020
NV	81-5173587		Doral Academy of Northern Nevada	2019-2020
NV	81-5174782		Mater Academy of Northern Nevada	2019-2020
NV	46-5122331		Mater Academy of Nevada	2018-2019
NV	46-1907920		Doral Academy of Nevada	2018-2019
NV	45-5065099		Pinecrest Academy of Nevada	2018-2019
NV	27-5393412		Somerset Academy of Las Vegas	2018-2019
NV	81-1668405		SLAM Academy of Nevada	2018-2019
NV	81-5173587		Doral Academy of Northern Nevada	2018-2019
NV	81-5174782		Mater Academy of Northern Nevada	2018-2019
NV	46-5122331		Mater Academy of Nevada	2017-2018
NV	46-1907920		Doral Academy of Nevada	2017-2018
NV	45-5065099		Pinecrest Academy of Nevada	2017-2018
NV	27-5393412		Somerset Academy of Las Vegas	2017-2018
NV	81-1668405		SLAM Academy of Nevada	2017-2018
NV	81-5173587		Doral Academy of Northern Nevada	2017-2018
NV	81-5174782		Mater Academy of Northern Nevada	2017-2018
NV	46-5122331		Mater Academy of Nevada	2016-2017
NV	46-1907920		Doral Academy of Nevada	2016-2017
NV	45-5065099		Pinecrest Academy of Nevada	2016-2017
NV	27-5393412		Somerset Academy of Las Vegas	2016-2017
NV	81-1668405		SLAM Academy of Nevada	2016-2017
NV	46-5122331		Mater Academy of Nevada	2015-2016
NV	46-1907920		Doral Academy of Nevada	2015-2016
NV	45-5065099		Pinecrest Academy of Nevada	2015-2016
NV	27-5393412		Somerset Academy of Las Vegas	2015-2016
NV				
NV	46-5122331		Mater Academy of Nevada	2014-2015
NV	46-1907920		Doral Academy of Nevada	2014-2015
NV	45-5065099		Pinecrest Academy of Nevada	2014-2015
NV	27-5393412		Somerset Academy of Las Vegas	2014-2015
NV				
NV	46-1907920		Doral Academy of Nevada	2013-2014
NV	45-5065099		Pinecrest Academy of Nevada	2013-2014
NV	27-5393412		Somerset Academy of Las Vegas	2013-2014
NV				

NV	45-5065099	Pinecrest Academy of Nevada	2012-2013
NV	27-5393412	Somerset Academy of Las Vegas	2012-2013
NV	27-5393412	Somerset Academy of Las Vegas	2011-2012

# ool in the past four years

Fiscal Year	Cash		Total	Current Assets	Non	Current Assets	Tota	al Assets
2020	\$	5,745,658	\$	8,836,710	\$	13,328,541	\$	22,165,251
2020	\$	17,477,266	\$	29,494,911	\$	68,913,864	\$	98,408,775
2020	\$	15,437,921	\$	35,618,766	\$	103,502,904	\$	139,121,670
2020	\$	23,406,296	\$	36,003,039	\$	91,705,788	\$	127,708,827
2020	\$	1,303,435	\$	2,099,483	\$	377,205	\$	2,476,688
2020	\$	1,835,023	\$	4,295,111	\$	17,905,789	\$	22,200,900
2020	\$	616,327	\$	979,434	\$	183,410	\$	1,162,844
2019	\$	2,115,467	\$	5,034,657	\$	13,538,795	\$	18,573,452
2019	\$	9,300,532	\$	20,245,106	\$	70,215,547	\$	90,460,653
2019	\$	4,526,832	\$	28,426,993	\$	57,170,921	\$	85,597,914
2019	\$	15,967,659	\$	28,310,076	\$	93,989,517	\$	122,299,593
2019	\$	439,259	\$	717,599	\$	418,469	\$	1,136,068
2019	\$	1,045,212	\$	3,634,455	\$	17,490,632	\$	21,125,087
2019	\$	221,927	\$	395,196	\$	98,716	\$	493,912
2018	\$	1,148,834	\$	2,692,203	\$	1,019,659	\$	3,711,862
2018	\$	7,357,580	\$	12,609,531	\$	25,153,736	\$	37,763,267
2018	\$	4,820,215	\$	6,421,426	\$	2,064,927	\$	8,486,353
2018	\$	12,990,269	\$	22,654,001	\$	81,543,668	\$	104,197,669
2018	\$	515,858	\$	729,115	\$	466,470	\$	1,195,585
2018	\$	1,781,896	\$	15,446,574	\$	5,439,812	\$	20,886,386
2018	\$	335,769	\$	506,324	\$	139,789	\$	646,113
2017	\$	364,724	\$	1,493,205	\$	462,215	\$	1,955,420
2017	\$	4,904,242	\$	5,600,581	\$	2,563,608	\$	8,164,189
2017	\$	2,521,445	\$	5,288,828	\$	2,289,463	\$	7,578,291
2017	\$	6,797,555	\$	15,299,189	\$	39,409,597	\$	54,708,786
2017	\$	-	\$	448,520	\$	431,549	\$	880,069
2016	\$	8,516	\$	942,949	\$	487,174	\$	1,430,123
2016	\$	2,176,814	\$	3,879,919	\$	1,549,618	\$	5,429,537
2016	\$	1,083,494	\$	3,212,540	\$	1,521,307	\$	4,733,847
2016	\$	6,205,237	\$	18,817,850	\$	34,828,815	\$	53,646,665
2015	\$	18,148	\$	234,180	\$	248,284	\$	482,464
2015	\$	1,486,477	\$	2,551,892	\$	1,058,788	\$	3,610,680
2015	\$	1,161,809	\$	1,845,812	\$	507,728	\$	2,353,540
2015	\$	3,955,036	\$	19,406,000	\$	32,421,280	\$	51,827,280
							<u> </u>	
2014	\$	510,304	\$	1,017,714	\$	-	\$	1,017,714
2014	\$	1,622,241	\$	1,776,283	\$	21,274	\$	1,797,557
2014	\$	1,723,783	\$	3,902,921	\$	173,984	\$	4,076,905

2013	\$ 961,962	\$ 1,114,206	\$ -	\$ 1,114,206
2013	\$ 1,209,308	\$ 2,238,199	\$ -	\$ 2,238,199
2012	\$ 1,054,878	\$ 1,092,540	\$ 4,099,196	\$ 5,191,736

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Non Current										
Curre	<b>Current Liabilities</b>		Liabilities		<b>Total Liabilities</b>		Net Assets		Funding	
\$	2,292,581	\$	31,197,332	\$	33,489,913	\$	(1,798,088)	\$	22,316,496	
\$	7,524,987	\$	112,577,800	\$	120,102,787	\$	(3,774,041)	\$	47,744,805	
\$	6,975,215	\$	157,922,380	\$	164,897,595	\$	(9,239,054)	\$	51,389,004	
\$	7,149,324	\$	152,627,447	\$	159,776,771	\$	(8,084,565)	\$	76,127,725	
\$	700,422	\$	5,804,308	\$	6,504,730	\$	(144,373)	\$	9,341,995	
\$	2,036,637	\$	24,999,906	\$	27,036,543	\$	(2,002,767)	\$	7,025,911	
\$	348,574	\$	2,669,665	\$	3,018,239	\$	134,177	\$	3,737,016	
\$	2,471,853	\$	28,152,067	\$	30,623,920	\$	(1,501,090)	\$	19,554,755	
\$	4,932,333	\$	109,371,914	\$	114,304,247	\$	(2,443,408)	\$	43,419,051	
\$	5,104,358	\$	107,280,513	\$	112,384,871	\$	(7,983,769)	\$	38,569,216	
\$	6,566,881	\$	145,969,646	\$	152,536,527	\$	(9,158,718)	\$	67,827,144	
\$	633,814	\$	4,021,921	\$	4,655,735	\$	(103,396)	\$	7,402,762	
\$	1,001,825	\$	22,725,912	\$	23,727,737	\$	(1,305,194)	\$	5,285,411	
\$	369,314	\$	1,510,124	\$	1,879,438	\$	164,070	\$	2,506,487	
\$	1,674,528	\$	8,091,330	\$	9,765,858	\$	622,328	\$	16,318,578	
\$	5,104,883	\$	49,645,937	\$	54,750,820	\$	133,138	\$	40,161,058	
\$	2,956,409	\$	22,187,036	\$	25,143,445	\$	(1,349,663)	\$	33,862,243	
\$	5,233,509	\$	127,051,103	\$	132,284,612	\$	(9,423,668)	\$	52,196,541	
\$	558,550	\$	2,447,603	\$	3,006,153	\$	427,123	\$	5,828,120	
\$	454,498	\$	21,235,793	\$	21,690,291	\$	(658,806)	\$	1,397,866	
\$	532,759	\$	100,759	\$	633,518	\$	216,396	\$	1,815,934	
\$	1,018,780	\$	4,917,293	\$	5,936,073	\$	487,151	\$	9,507,679	
\$	3,187,829	\$	15,971,347	\$	19,159,176	\$	268,205	\$	29,501,449	
\$	2,917,222	\$	14,957,746	\$	17,874,968	\$	(600,924)	\$	29,305,075	
\$	5,979,923	\$	73,904,866	\$	79,884,789	\$	(9,423,668)	\$	47,015,649	
\$	458,505	\$	312,026	\$	770,531	\$	369,868	\$	3,677,755	
\$	700,717	\$	1,666,226	\$	2,366,943	\$	687,515	\$	6,557,805	
\$	1,891,290	\$	7,779,693	\$	9,670,983	\$	529,554	\$	18,055,798	
\$	1,785,354	\$	5,094,004	\$	6,879,358	\$	(993,815)	\$	17,665,570	
\$	4,552,047	\$	62,872,574	\$	67,474,621	\$	(8,104,743)		39,665,718	
\$	299,143	\$	178,898	\$	478,041	\$	157,736	\$	2,165,379	
\$	1,185,892	\$	2,905,228	\$	4,091,120	\$	(209,448)	\$	11,540,277	
\$	715,222	\$	3,680,102	\$	4,395,324	\$	(2,403,066)	\$	6,700,349	
\$	3,529,571	\$	56,026,029	\$	59,555,600	\$	(8,387,723)	\$	31,560,824	
			,		,				,	
\$	247,888	\$	17,831	\$	265,719	\$	751,995	\$	4,920,517	
\$	338,444	\$	-	\$	338,444	\$	1,459,113	\$	6,060,552	
\$	1,241,017	\$	104,959	\$	1,345,976	\$	2,730,929	\$	19,468,500	
	, , ,				,,		,,-		,,	

\$ 376,430	\$ -	\$ 376,430	\$ 737,776	\$ 4,758,906
\$ 878,427	\$ -	\$ 878,427	\$ 1,359,772	\$ 11,486,000
\$ 623,352	\$ 4,317,489	\$ 4,940,841	\$ 250,895	\$ 6,324,089

		Cha	ange in Net	Current	Unrestricte	Debt to	Surplus			
Expenditures		Assets		Ratio d Days Cash		<b>Asset Ratio</b>	Margin	Cas	Cash Flow	
\$	22,613,494	\$	(296,998)	3.85	92.74	1.51	(0.01)	\$	3,630,191	
\$	49,075,438	\$	(1,330,633)	3.92	129.99	1.22	(0.03)	\$	8,176,734	
\$	52,644,289	\$	(1,255,285)	5.11	107.04	1.19	(0.02)	\$	10,911,089	
\$	75,053,572	\$	1,074,153	5.04	113.83	1.25	0.01	\$	7,438,637	
\$	9,382,972	\$	(40,977)	3.00	50.70	2.63	(0.00)	\$	864,176	
\$	7,723,484	\$	(697,573)	2.11	86.72	1.22	(0.10)	\$	789,811	
\$	3,766,909	\$	(29,893)	2.81	59.72	2.60	(0.01)	\$	394,400	
			, ,						·	
\$	21,678,173	\$	(2,123,418)	2.04	35.62	1.65	(0.11)	\$	966,633	
\$	45,995,597	\$	(2,576,546)	4.10	73.80	1.26	(0.06)	\$	1,942,952	
\$	45,203,322	\$	(6,634,106)	5.57	36.55	1.31	(0.17)	\$	(293,383)	
\$	67,562,126	\$	265,018	4.31	86.26	1.25	0.00	\$	2,977,390	
\$	7,933,281	\$	(530,519)	1.13	20.21	4.10	(0.07)	\$	(76,599)	
\$	5,339,761	\$	(54,350)	3.63	71.45	1.12	(0.01)	\$	(736,684)	
\$	2,558,814	\$	(52,327)	1.07	31.66	3.81	(0.02)	\$	(113,842)	
	, ,		, ,						, ,	
\$	16,183,403	\$	135,175	1.61	25.91	2.63	0.01	\$	784,110	
\$	40,296,127	\$	(135,069)	2.47	66.64	1.45	(0.00)	\$	2,453,338	
\$	34,610,981	\$	(748,738)	2.17	50.83	2.96	(0.02)	\$	2,298,770	
\$	52,197,610	\$	(1,069)	4.33	90.84	1.27	(0.00)	\$	6,192,714	
\$	5,770,865	\$	57,255	1.31	32.63	2.51	0.01	\$	515,858	
\$	2,056,672	\$	(658,806)	33.99	316.24	1.04	(0.47)	\$	1,781,896	
\$	1,599,538	\$	216,396	0.95	76.62	0.98	0.12	\$	335,769	
			· ·						•	
\$	9,708,043	\$	(200,364)	1.47	13.71	3.04	(0.02)	\$	356,208	
\$	29,762,798	\$	(261,349)	1.76	60.14	2.35	(0.01)	\$	2,727,428	
\$	28,912,184	\$	392,891	1.81	31.83	2.36	0.01	\$	1,437,951	
\$	48,334,574	\$	(1,318,925)	2.56	51.33	1.46	(0.03)	\$	592,318	
\$	3,307,887	\$	369,868	0.98	0.00	0.88	0.10	\$	· -	
			·							
\$	6,028,026	\$	529,779	1.35	0.52	1.66	0.08	\$	(9,632)	
\$	17,316,796	\$	739,002	2.05	45.88	1.78	0.04	\$	690,337	
\$	16,256,319	\$	1,409,251	1.80	24.33	1.45	0.08	\$	(78,315)	
\$	39,382,738	\$	282,980	4.13	57.51	1.26	0.01	\$	2,250,201	
			·							
\$	2,007,643	\$	157,736	0.78	3.30	0.99	0.07	\$	18,148	
\$	9,970,714	\$	1,569,563	2.15	54.42	1.13	0.14	\$	976,173	
\$	6,647,802	\$	52,547	2.58	63.79	1.87	0.01	\$	(460,432)	
\$	30,105,962	\$	1,454,862	5.50	47.95	1.15	0.05	\$	2,231,253	
\$	4,168,522	\$	751,995	4.11	44.68	0.26	0.15	\$	510,304	
\$	5,339,215	\$	721,337	5.25	110.90	0.19	0.12	\$	660,279	
\$	18,097,343	\$	1,371,157	3.14	34.77	0.33	0.07	\$	514,475	
	, ,		,						,	

\$ 4,021,130		\$ 737,776	2.96	87.32	0.34	0.16	\$ 961,962
\$ 10,585,090		\$ 900,910	2.55	41.70	0.39	0.08	\$ 154,430
\$ 6,073,194		\$ 250,895	1.75	63.40	0.95	0.04	\$ 1,054,878

	Position		Position
	nning of Year)	_	d of Year)
\$	(1,501,092)	\$	(1,798,090)
\$	(2,443,410)	\$	(3,774,043)
\$	(7,983,768)	\$	(9,239,053)
\$	(9,158,718)	\$	(8,084,565)
\$	(103,396)	\$	(144,373)
\$ \$	(1,305,194)	\$	(2,002,767)
Ъ	164,069	\$	134,176
\$	622,326	\$	(1,501,092)
\$	133,136	\$	(2,443,410)
\$	(1,349,662)	\$	(7,983,768)
\$	(9,423,736)	\$	(9,158,718)
\$	427,123	\$	(103,396)
\$	(1,250,844)	\$	(1,305,194)
\$	216,396	\$	164,069
\$	487,151	\$	622,326
\$	268,205	\$	133,136
\$	(600,924)	\$	(1,349,662)
\$	(9,423,668)	\$ \$	(9,424,737)
\$	369,868	\$	427,123 (658,806)
\$		\$	216,396
Ψ		Ψ	210,370
\$	687,515	\$	487,151
\$	529,554	\$	268,205
\$	(993,815)	\$	(600,924)
\$	(8,104,743)	\$	(9,423,668)
\$	-	\$	369,868
ф	45550	ф	COE E4 E
\$	157,736	\$	687,515
\$	(209,448)	\$	529,554
\$	(2,403,066)	\$	(993,815)
Ф	(8,387,723)	Ф	(8,104,743)
\$	-	\$	157,736
\$	(1,779,011)	\$	(209,448)
\$	(2,455,654)	\$	(2,403,066)
\$	(9,842,585)	\$	(8,387,723)
\$	-	\$	751,995
\$	737,776	\$	1,459,113
\$	1,359,772	\$	2,730,929

\$ -	\$ 737,776
\$ 458,862	\$ 1,359,772
\$ -	\$ 250,895



# **Doral Academy of Northern Nevada**

# Principal Job Description

Doral Academy of Northern Nevada is a public charter school serving students in grades K-8. Principal applicants will be expected to provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment. As a school that focuses on arts-integration and preparing students for success in the 21<sup>st</sup> century, it is beneficial that the applicant is familiar with best practices of teaching students to develop collaboration, critical thinking, and creativity.

# **QUALIFICATIONS**

Education: An earned Master's Degree (or higher) from an Accredited College or University.

# **EXPERIENCE**

A total of five years of school experience is required, including a minimum of three years of experience as a Principal/Assistant Principal. Applicant must hold a Nevada Department of Education Administrator Certificate with a School Principal Endorsement or Administrator Certificate with a Superintendent Endorsement.

**REPORTS TO:** Doral Academy of Northern Nevada Governing Board

# **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

The School Principal Shall:

- Pursue the vision and execute the mission of the school.
- As Head of School, he/she will provide leadership and direction to all instructional and noninstructional staff.
- Supervise and observe all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Hire, evaluate, and terminate staff that such action with respect to the Director of Finance and Operations positions shall be subject to review and/or approval by the Board of Trustees.
- Administer Doral Academy of Northern Nevada scheduling, enrollment, and curriculum.
- Serve as liaison to the Board of Trustees, including but not limited to providing formal and informal reports to the Board and charter entity.
- Prepare materials in conjunction with the Director of Finance and Operations for Board meeting, including student academic achievement data based on comparative and longitudinal measures.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Ensure proper budgeting, accounting, and auditing, and financial planning.

# **JOB DESCRIPTION**

**POSITION TITLE:** Assistant Principal **CONTRACT YEAR:** Twelve (12) Months

# **QUALIFICATIONS**

**EDUCATION:** An earned Bachelor's Degree (or higher) from an Accredited College or University.

### **EXPERIENCE**

**REQUIRED:** A minimum of five (5) years of combined school-based work experience.

**REPORTS TO:** Principal.

**POSITION GOAL:** To directly support the Principal in the day-to-day management of all aspects of the operating Doral Academy of Nevada.

### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal

## **JOB DESCRIPTION**

POSITION TITLE: Lead Teacher

**CONTRACT YEAR:** Ten (10) Months

# **QUALIFICATIONS**

**EDUCATION:** An earned Bachelor's Degree (or higher) from an Accredited College or University. The Lead Teacher must be highly qualified in compliance with all applicable State and Federal laws.

# **EXPERIENCE**

**REQUIRED:** A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years teaching experience. Prior experience, exposure, training in, and/or appreciation of the Doral Academy Curriculum Model is preferred.

**REPORTS TO:** Principal.

**POSITION GOAL:** To assist and support the Principal and teachers with the implementation and support of the Doral Academy of Nevada curriculum.

# **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

The Teacher Leader shall:

- Attend all curriculum related meetings and in-service events.
- Assist grade levels in the development of units
- Develop storage and checkout systems for grade-level instructional materials, coordinate with grade level chairs to maintain grade-level instructional materials
- Maintain a list of materials needed to be ordered (new teacher materials, replacement of materials, additional instructional resources for future units of study to be developed "wish lists")
- Coordinate staff development speakers
- Deliver and coordinate with outside resources to develop in-house professional development
- Coordinate school visits by parents, central office administrators, and community members
- Provide assistance and training for new teachers to sustain implementation
- Perform other duties as assigned by the Principal

## **JOB DESCRIPTION**

**POSITION TITLE:** Special Education Teacher

**CONTRACT YEAR:** Ten (10) Months

# **QUALIFICATIONS**

**EDUCATION:** An earned Bachelor's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Education license.

# **EXPERIENCE**

**REQUIRED:** A minimum of three (3) years of combined successful work experience, which includes a minimum of two (2) years of teaching experience in Special Education.

**REPORTS TO:** Principal.

**POSITION GOAL:** To develop, implement, coordinate, and monitor Special Education curriculum for students assigned to the Special Education program.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

The Special Education Teacher shall:

- Assist in the management of Individual Education Plans (IEP) and ensure the implementation of all IEP's and Section 504 plans;
- Coordinate and attend IEP meetings and communicate with parents;
- Provide curriculum support for students and teachers;
- Coordinate and facilitate Response to Intervention for struggling students;
- Develop and monitor Behavior Intervention Plans;
- Coordinate the identification, assessment and placement of students in the School's ESE Program;
- Coordinate the ordering of materials and equipment needed to implement ESE Program Services;
- Coordinates with school-site, district and contracted personnel in the provision of ESE services to students;
- Develop and assist to implement the school's ESE program in alignment with state and federal guidelines;
- Coordinate testing for Students with Disabilities and monitor student IEP's;
- Coordinate the internal and external evaluation to maintain and effective feedback monitoring system in coordination with Program Evaluation;
- Coordinate activities with early intervention programs to provide services for ESE students;
- Serve as a consultant on matters pertinent to the ESE program;

- Assist with interviews of potential ESE teachers;
- Participate successfully in the training programs offered to increase the skill and proficiency related to the assignment;
- Review current developments, literature and technical sources of information related to job responsibility;
- Models successful teaching practices at the classroom level, including differentiation accommodations
- Assist teachers to align, interpret, implement and assess the Pre-K-8 arts, Reading, ELA, Math, Science, Physical Education and Social Studies;
- Has knowledge of research-based best practices in art, Reading, ELA, Math, Science, Physical Education and Social Studies, identifies learning problems in those areas and provides coaching on best practices as well as provides modeling to assist teachers and students;
- Plans, coordinates and presents staff development programs Reading, ELA, Math, Science, Physical Education and Social Studies content and methodology including facilitation of Professional Learning Communities and Lesson Study;
- Coordinates the development of instructional materials that are consistent with the total education philosophy of the school; and
- Perform other duties as assigned by the Principal.

## **JOB DESCRIPTION**

**POSITION TITLE:** Counselor

**CONTRACT YEAR:** Ten (10) Months

# **QUALIFICATIONS**

**EDUCATION:** An earned Master's Degree (or higher) from an Accredited College or University. Must hold a Nevada Special Services License, School Counselor License is preferred.

#### **EXPERIENCE**

**REQUIRED:** A minimum of two (2) years working in a school environment.

**REPORTS TO:** Principal.

**POSITION GOAL:** To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

# **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

The Counselor shall:

- Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
- Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
- Advocate for appropriate services for students and their families. 'Provide social and emotional counseling for all students.
- Consult and collaborate with stakeholders on behalf of students and their families.
- Effectively plan, implement, and evaluate programs that promote student and family success
- Use assessment and evaluation results to develop appropriate interventions for students, families, schools and communities.
- Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity and life experiences, and with other social and emotional factors.

- Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
- Provide appropriate follow-up to ensure that students' needs are being met.
- Act as a point of contact for outside organizations working with students and their families.
- Perform other duties as assigned by the Principal.

# ALICIA L. LERUD

### **EDUCATION**

## William S. Boyd School of Law, UNLV

- Juris Doctor, May 2006
- Appointed by Governor Guinn to the Legislative Committee to Evaluate Higher Education Programs *student representative*

# University of Nevada, Reno

- Bachelor of Science, May 2003
- Biology major, Psychology and American Literature minors
- Associated Students of the University of Nevada, Sept. 1999 May 2003
   President, Vice President for Programming, Special Events Committee Chair
- University of Nevada Honors Student Council, August 1999 May 2001

### PROFESSIONAL EXPERIENCE

# Second Judicial District Court Clerk of Court and Court Administrator Assistant Court Administrator

Reno, NV 04/21 - present 01/15 - 04/21

- Performs all statutory obligations of the District Court Administrator and Clerk of Court as prescribed by the Nevada Revised Statutes.
- Acts at the direction of the District Court judges and implements policy as directed.
- Oversees the District Court's budget.
- Serves as a liaison between the District Court and the Washoe County Manager's Office.
- Serves as a primary point of contact with various District Court stakeholders including the Nevada Administrative Office of the Court, justice courts, municipal courts, District Attorney's Office, Public Defender's Office, Alternate Public Defender's Office, Washoe County Human Services Agency, Juvenile Services, Washoe County Sheriff's Office and Washoe County Bar Association.

## Nevada Attorney General's Office

Carson City, NV

Senior Deputy Attorney General - Bureau of Litigation, Public Safety Division

07/13 - 01/15

- Provided daily supervision for thirteen attorneys representing the Nevada Department of Corrections (NDOC) and managed associated case assignments.
- Represented state agencies in complex litigation matters.
- Provided day-to-day counsel to the NDOC.
- Supervised the Tobacco Enforcement Unit and all related responsibilities (see below).

# Bureau of Litigation, Tobacco Enforcement Unit

# Deputy & Senior Deputy Attorney General

02/11 - 07/13

- Responsible for the enforcement of statutes pertaining to tobacco manufacturers and wholesalers (NRS Chapters 370 and 370A).
- Served as counsel in nation-wide arbitration relating to the Tobacco Master Settlement Agreement, from which Nevada's Millennium Scholarship is funded.
- Oversaw enforcement activities relating to Nevada's tobacco youth access statute.

# Attachment 10 - Board Chair Alicia Lerud

### Deputy Attorney General - Bureau of Litigation, Appellate Division

11/09 - 01/11

- Represented the State of Nevada's interests in federal habeas corpus matters.
- Representation primarily occurred in the United States District and Ninth Circuit Court of Appeals, with limited representation occurring in Nevada state courts.

## Deputy Attorney General – Bureau of Litigation, Public Safety Division, NDOC 02/07 – 10/09

- Represented the NDOC in civil litigation matters in small claims courts, Nevada state courts, the United States District Court, and the Ninth Circuit Court of Appeals.
- Responsible for pre-trial case preparation including extensive motion practice, client/witness interviews, preparation of written discovery, and deposition practice.

#### Nevada System of Higher Education Law Clerk

Reno, NV 09/06 - 01/07

- Performed research tasks to aid general counsel in employment litigation matters.
- Wrote dispositive motions for attorney approval.

# **INTERNSHIPS**

United States Senator Harry Reid, Washington D.C.

Summer 2003

- Performed research on legislative measures including K-12 and higher education matters.
- Provided tours of the U.S. Capitol Complex to Nevada residents visiting Washington.

Nevada Attorney General Frankie Sue Del Papa, Carson City, NV

Summer 2002

- Performed research on various public policy issues.
- Worked with attorneys on various litigation research tasks.

### PROFESSIONAL ADMISSIONS & ACTIVITIES

- State Bar of Nevada, NV Bar No. 10123
- United States District Court for the District of Nevada
- Ninth Circuit Court of Appeals
- National Association of Presiding Court Officers, Member
- National Association of Court Management, Member
- Nevada Association of Court Executives, Member
- Northern Nevada Women Lawyers Association, Member and Former Executive Board Member
- Nevada Bar Association, Young Lawyers Section, Goldilocks Volunteer
- Nevada Supreme Court Law Day Volunteer

# **Attachment 10 - Board Vice Chair Indra Winquest**

Indra Winquest 10555 Elm Glen Ct, Reno NV 89521 (775) 745 - 7591 iwinquest@yahoo.com

Dynamic and results oriented person with strong communication skills. Articulate and persuasive in working with leadership, staff, peers, and the public. Consistently meets and exceeds goals, while maintaining and improving public satisfaction. Strong decision-making and leadership skills. Loyal and open to new ideas. Always willing to accept and overcome new challenges.

# **Professional Experience**

# **Incline Village General Improvement District** 893 Southwood Blvd, Incline Village, NV 89451

# *Director of Parks & Recreation* 7/2015 - Present

Responsible for the leadership and management of all District parks and recreation facilities and programs; for supervision of staff and management of resources consistent with the general administrative direction of the General Manager; oversees development of comprehensive recreation programs and operational and development phases of parks, recreation areas and facilities, playgrounds and specialized areas.

Responsibilities include the management of four private beaches, boat ramp facilities, six multi use playing fields, Recreation Center, Tennis Center (11 courts), Disc Golf Course, 2 community pools. Additionally, all community programming including aquatics, seniors, youth and family specialty programs, youth and adult sports, fitness, health & wellness and a variety of special community events. Responsible for all aspects of operational and capital budgeting as well as project management. Overall, responsible for an annual budget of \$6.8 million. Responsible for 20 full time year round direct reports and between 75 and 250 part time staff depending on the season.

# Superintendent/Assistant Director of Parks & Recreation 9/2008 – 7/2015

Plan, direct and oversee activities for recreation programming areas including aquatics, youth and adult sports, youth and family programming, seniors, tennis and fitness.

Directly or indirectly manages all recreational venues including the tennis center, recreation center, playing fields, private beaches, disc golf course, exercise course, indoor and outdoor swimming pools and other parks and open spaces.

Participate in development of goals and objectives for the Parks & Recreation Department. Develop and recommend annual operating budget and capital improvement budgets for assigned areas of responsibility.

Work with area of responsibility on the research and implementation of parks and recreation specific capital improvement projects including long range planning.

# **Attachment 10 - Board Vice Chair Indra Winquest**

Work extensively with operating software for administering all recreation department programs and facilities. Provide leadership to the Parks & Recreation department organizational planning and process improvements.

Participate in the development of marketing strategies, promotions and publications for all Parks & Recreation programs, services and facilities.

Prepare and deliver presentations and serves as District representative at meetings of community groups, schools, and other professional or industry associations. Prepare monthly and annual reports for district Board of Trustees including periodic presentations at meetings. Manage twelve subordinate supervisors who supervise up to 200+ employees in areas of assigned responsibility.

# **Recreation Manager – Sports/Tennis Center/Athletic facilities** 3/2008 – 9/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally, the position is a Liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of facility booking for recreational venues.

Position manages a full service Tennis Center that includes 11 courts; retail pro shop, youth and adult sports clinics and camps, private lessons, tournaments, and various special events. Responsible for managing Tennis Center staff including a Director of Tennis, four USTA teaching professionals. Responsible for hiring, training and developing efficient strategies to enhance the overall service levels.

# **Recreation Supervisor – Sports/Athletic Facilities** 4/2005 – 3/2008

Essential Duties and Responsibilities include overseeing the administration of all Adult and Youth Sports programs, as well as various special events and department functions. Prepare information necessary for marketing and administering sports programs. Adult Programs administered include Softball Leagues; Softball Tournaments including ASA sanctioned National Qualifier's, Indoor Soccer, Basketball, and Volleyball. Youth Sports Programs include Basketball, Softball, Soccer, and Volleyball. Additionally position is a liaison with other Youth Sports Organizations including Little League, Pop Warner, AYSO, ASA Softball. Responsible for all aspects of the operating budget and cost management.

# Senior Recreation Clerk

5/2003 - 4/2005

Responsible for Recreation Counter operations including adult and youth program registration and point of sale applications including sale of boat launch and daily beach passes. Managing the resident Recreation Pass process, including administering the Parcel Master Software database for property deeds and applicable information. Class Software Administrator for applications necessary to department operations. Responsible for facility booking for district private beaches as well as staff support for district recreational facilities. Managing office supplies and orders. Processing daily cash sales reports, as well as other applicable reports. Served as support for department staff that included sports, aquatics, programs, and upper management.

# **Attachment 10 - Board Vice Chair Indra Winquest**

# **Tahoe Keys Property Owners Association**, South Lake Tahoe, CA *Recreation Specialist*

6/1994 - 12/2002

Head Lifeguard managing up to 12 seasonal Lifeguards, Aquatics Maintenance Specialist, Swim Lesson Instructor and Summer Day Camp Coordinator for ages 7 – 12 years. Responsible for upkeep of two pools, two spas, 7 tennis courts, a putting green and 4 outdoor Basketball Courts. Coordination of Day Camp geared toward Sports and Arts & Crafts.

# Skills/Accomplishments

- Certified CPR/First aid/AED since 1990
- Certified Lifeguard and Swim Instructor from 1989 present
- Certified Pool & Spa Operator 1995-present
- Licensed Clinician for the National Alliance for Youth Sports to train youth coaches
- Incline High School Varsity Girls Softball Coach 2008 2010
- Incline High School Varsity Girls Basketball Coach 2013 present
- 2014 NIAA Nevada 2A State Basketball Champions (Incline High School)
- Incline Middle School Girls and Boys Basketball Coach 2007 present
- 2012 Nevada Recreation & Park Society Elmer H. Anderson Parks Excellence Award NT Lions Club Disc Golf Course

### Affiliations/Professional Growth

- Nevada Recreation & Park Society participated in State Conference in 2006, 2008, 2010, 2012,2014, 2016, 2018
- California Park & Recreation Society participated in State Conference in 2008, 2009, 2012, 2013, 2015, 2017
- National Park & Recreation Society participated in National Conference 2007, 2009, 2011, 2014
- National Alliance For Youth Sports participated in National Conference in 2006 (3 CEU units)
- Certified through Essential Management Skills certification program
- Organizing committee I CAN Run fundraising event 2007-2010
- Board member with Red White and Tahoe Blue 2014-present
- Staff liaison to the Board of the Incline Tahoe Foundation 2014 Present

### Education

University of California – Santa Cruz Santa Cruz, CA BA Global Economics 1998

**Lake Tahoe Community College** South Lake Tahoe, CA

AA Degree Spanish 1995

# ADAM KRAMER

# aokramer@mac.com







linkedin.com/in/aokramer/

# **EDUCATION**

MASTER OF BUSINESS **ADMINISTRATION** University of Notre Dame 2019 - 2021

MASTER OF SCIENCE CRIMINOLOGY University of Cincinnati 2007 - 2009

BACHELOR OF ARTS MASS COMMUNICATION Menlo College Menlo Park, CA 2002 - 2005

## **AWARDS**

Art and Business Award. EDAWN, 2017 (Switch)

Top 200 Executive of West Michigan Grand Rapids Business Journal, 2019

Newsmaker of the Year Grand Rapids Business Journal, 2017

Las Vegas 40 Under 40 Vegas Inc., 2013

### **COMMUNITY LEADERSHIP**

Appointed by Governor Sisolak and Governor Sandoval to serve on the Nevada Governor's Office of Economic Development Board

Trustee, University of Nevada, Reno

Board of Directors, Economic Development Agency of Western

Vice Chairman, Renown Health

### **EXPERIENCE**

EXECUTIVE VICE PRESIDENT OF STRATEGY, SWITCH (NYSE: SWCH) December 2013 - Present

Establish corporate strategy surrounding development, government affairs, public relations, energy and sustainability. Responsible for passage of legislation at local, state and federal levels, government sales, negotiation of energy contracts and power purchase agreements (\$1billion+ negotiated), site selection and land purchase negotiations, and public relations. Featured international speaker and expert panelist on energy policy, sustainability and technology.

# VICE-CHAIRMAN, RENOWN HEALTH

October 2017 - Present

The Renown Health Board is responsible for the entire health network including strategic direction and approval of capital and operating budgets (\$1.4 billion). Serve on Corporate Governance and Executive committees. Will become Chairman in 2021.

# DIRECTOR OF ENTREPRUNERSHIP, LAS VEGAS METRO CHAMBER OF COMMERCE

June 2011 - December 2013

Created the Chamber's startup entrepreneurship program, and oversaw the management of the fifth largest young professionals network in the country. Served as a national public speaker talking about the local startup community and young professionals groups. Speaking engagements included SXSW, Western Association of Chamber Executives, and Startup Weekend's UP Conference.

### OWNER, CPR GROUP

August 2007 - June 2011

Started digital video production company that produced documentary films and commercial work. Created and produced digital advertisements for companies like State Farm Insurance, Clear Channel Outdoor and Canterbury of New Zealand.

### NEWS ANCHOR/REPORTER, KSBW-TV

August 2006 - August 2007

Produced, wrote and fronted news stories. Served as weekend news anchor. Broke the story regarding the national e-coli outbreak in spinach in 2007 and provided content for news stations nationally surrounding defoutbreak.

# **ADAM KRAMER**

EXECUTIVE VP | STRATEGY

aokramer@mac.com



490 Mil Drae Lane Reno, NV 89511



linkedin.com/in/aokramer/

# **EXPERIENCE (CONTINUED)**

NEWS ANCHOR/REPORTER, WJHG-TV August 2005 - August 2006

Produced, wrote and fronted news stories as well as served as weekend news anchor. Produced and fronted a three-part series regarding immigration in the Florida Panhandle which won an AP Award.



# BOB LUCEY

Chairman Washoe County Commission State of Nevada

# CONTACT

PHONE:

**EMAIL:** 

LinkedIn:

@BobLucey

Bob Lucey is a trusted community leader and consensus builder who currently serves as the Chair of the Washoe County Commission. In addition to leading the policy development for the 470,000 residents of Washoe County, Bob serves as the Chair for the Regional Transportation Commission, the Reno-Sparks Convention and Visitor's Authority, and the Community Homelessness Advisory Furthermore, Bob has extensive legislative experience within these roles with the federal congressional delegation from Nevada and other members of Congress to develop new policy and direction that impacts the local, State, and federal levels. He also serves as the Vice President of the Nevada Association of Counties, the Washoe County Federal and State Legislative Liaison and Vice Chair of the Policy Steering Committee on Transportation for the National Association of Counties.

In his numerous leadership roles, Bob has become adept in this region's needs and goals and focused his expertise towards developing numerous strategic plans for the region and the multiple agencies he represents. This experience has been invaluable to his success as a local leader and has afforded him the opportunity to convene and collaborate with business and community stakeholders within the region and at the national levels.

Throughout his 20-year professional career, Bob has prided himself on creating productive work environments to attract and retain innovative workforce(s) within his industries. Bob believes in strong team development which has led his businesses and organizations through challenging times with great success. Bob continues to exhibit this everyday through the operation of his veterinary hospital and real estate businesses here in northern Nevada.

As a 5th generation Nevadan, Bob has been dedicated to his community which is reflected by his career and influences his commitment to public service. As a committed husband and father of two, Bob works tirelessly to enhance the community in which he has chosen to raise his family and remains committed to the quality of life for all that live, work, and play in Northern Nevada.

# **Attachment 10 - Board Member Danielle Cherry**

# Danielle M. Cherry

385 Teramo Drive - Reno, NV 89521 dcherry@nvfundraiser.com (775) 857-7226

## WORK EXPERIENCE

#### DANIELLE CHERRY & CO.

April 2008 - Current

Campaign Finance Director & Fundraiser

- Responsible for all fundraising efforts (events, call sheets, meetings, contribution solicitations)
- Fundraising efforts include regular calls to lobbyists and government relations representatives to share the clients issues and views and solicit contributions
- Regular meetings with legislators, government relations representatives, lobbyists and candidates to establish relationships and garner support
- Manage client data & complete contribution and expense reports
- · Produce an initial and ongoing finance plan for each client

# GOVERNOR OF NEVADA, Carson City, NV 2008

January 2007 - April

Executive Assistant & Scheduler

- Research, prepare & develop daily briefing materials for the Governor including information on current local, state, and national issues and background information for each of the Governor's meetings and events.
- Plan and execute events for the Governor and work with various groups to help them plan their events around the Governor
- Meet daily with the Governor to go over his schedule and other concerns.
- Manage the development of the Governor's daily schedule while constantly seeking venues and opportunities for the Governor to deliver remarks on his initiatives.
- Evaluate meeting requests and then plan and execute travel and events throughout the state. Coordinate between the Governor's policy, press, and security detail, and Cabinet level agencies to ensure the Governor always safely arrives at the correct location at the correct time – is on top of what is happening, and is prepared with remarks.
- Research the background information for the Governor's remarks and coordinate with the press team to
  execute.
- Prepare and track the Governor's personal and business correspondence and maintain a continually growing list of contacts.
- Work with the Nevada Congressional Delegation to ensure that the State's priorities are met and the Governor's initiatives are known.
- Take meetings and phone calls with legislators, CEO's, special interest groups, etc. on behalf of the Governor

# CONGRESSMAN JIM GIBBONS, Washington, DC 2006

November 2005 - December

Executive Assistant & Scheduler & Office Manager

- Maintained the Congressman's master calendar, scheduling all events and coordinating weekly travel from Nevada to Washington, D.C.
- Managed the office's \$1.6 million dollar budget, processed bills, staff and Congressman travel reimbursements, and payroll, while preparing regular budget statements for the Congressman and Chief of Staff
- Coordinated weekly "constituent coffees" and provided the Congressman with a briefing sheet of relevant issues for each group in attendance. During the events met with special interest groups to discuss issues on behalf of the Congressman
- Prepared a daily briefing binder for the Congressman with a briefing packet for each meeting and event.
   Briefing packets included background information, current issues, agendas, etc
- Supervised office administrative staff and oversaw office's internship program

# CONGRESSMAN JEFF FORTENBERRY, Washington, DC

August 2005 - November 2005

Legislative Correspondent & Staff Assistant

- Responsible for receiving, logging and responding to all incoming mail
- Researched and stayed on top of current and past legislative issues and wrote written responses to constituent letters and inquiries

# **Attachment 10 - Board Member Danielle Cherry**

- Took constituent calls and discussed legislative issues and the Congressman's position
- Developed a monthly mail piece outlining the Congressman's current accomplishments
   Maintained the web site and assisted with the weekly message

# SUPREME COURT OF THE UNITED STATES, Washington, DC

May 2005 - August 2005

- Legal Publications Intern
  - Processed, tracked, and published the confidential Court Bench Opinions
  - · Maintained department & opinion security prior to release of Opinions from the Bench by The Chief Justice
  - Served and was in constant communication with high-ranking court officials, law clerks, editorial staff & staff at all levels
  - Planned and executed a program for all of the Supreme Court Interns where a high-ranking court official or Supreme Court Justice spoke at a weekly intern luncheon program
  - · Route phone requests, escort visiting dignitaries, etc.

### **EDUCATION & AWARDS**

B.A. in Graphics Communications (dual degree in marketing & business), minor in Accounting

Graduated Magna Cum Laude from Point Loma Nazarene University, San Diego, CA. 3.78 GPA.

Academic Achievements:

Phi Delta Lambda Honors Society (top 15% graduating class), Dean's Scholarship Recipient, Art & Design Departmental Scholarship, Electronic Document Systems Foundation Board of Directors Scholarship recipient

#### TECHNICAL SKILLS

#### Software

Operating Systems: All versions of Windows & Mac OS

Graphics: Adobe Illustrator, Photoshop, InDesign, PageMaker, Acrobat/PDF, Quark Xpress

Internet: Netscape, Explorer & experience with Web Design

Business: Intranet Quorum, Microsoft Office (Excel, Word, PowerPoint, Outlook), QuickBooks Pro

#### REFERENCES

See Attached Document

#### Attachment 10 - Board Member Leslie Hermann

Leslie Bowlds Hermann 950 Marsh Avenue Reno, NV 89509 775-560-3737

lesliehermann@edplanit.org

**OBJECTIVE** 

Secure board position in a charter school setting

**SKILLS PROFILE** 

Good to Great approach to daily work driven by conscious choice and discipline

**R**esults orientation

Excellent interpersonal skills with students, parents, staff, and community

Ability to focus on goals until they are fully achieved

Thorough experience with all aspects of leading schools K-12

**EDUCATION** 

M.A., University of Phoenix, 2001, School Administration

M.A., University of Nevada, 1995, Teaching English as Second Language B.A., University of Colorado, 1980, French Literature, Minor in Spanish

Junior Year Abroad, Université de Bordeaux, France, Faculté de Lettres, 1978-1979 Certificates held:Nevada State Teachers Certificate 7-12: French, Spanish, English Nevada State Teachers Certificate K-16: English as Second Language

Nevada State School Administrator's Certificate

EMPLOYMENT HISTORY

#### K-12 Principal, Incline Schools

June 2013 – August 2017

Washoe County School District

- Led curricular and instructional alignment of elementary, middle, and high school
- Implemented a standard of research-based instruction in every classroom
- Evaluated teachers with a focus on engagement, questioning, and literacy
- Coordinated and led professional development for K-12 staff
- Leveraged philosophical and financial support for 1-to-1 initiative
- Collaborated with Boosters to raise over \$400,000 in two years
- Raised funds for 18 teachers to attend CUE (technology) conference
- Implemented AP Capstone ™ program, enabling students to earn Capstone Diploma
- Implemented test prep program, resulting in highest ACTs in Nevada public schools
- Restructured Family Engagement meetings to be held in parental workplace
- Engaged broad representation of families in school activity
- Conducted senior exit interviews resulting in restructuring of counseling department
- Restructured PLCs to improve focus on student achievement
- Restructured RTI team to improve tier 2 and tier 3 support
- Nominated four teachers for national and state awards, resulting in national and state recognition for the schools
- Met with every parent of students failing classes, resulting in increased graduation rate from 79% to 92% over a four-year period
- Did home visits of students with poor attendance, resulting in improved attendance and increased credit accrual
- Served on district committee to restructure special education services

Assistant Principal, Robert McQueen High School

October 2001-June 2013

Washoe County School District

- Headed Office of Student Relations
- Coordinated student activities

#### **Attachment 10 - Board Member Leslie Hermann**

- Managed building and grounds
- Evaluated certified and classified staff
- Coordinated registration including annual course offering revision
- Coordinated district, state, and Advanced Placement™ test administration
- Developed and implemented annual School Improvement Plan
- Headed Northwest Accreditation
- Conducted school-wide staff development
- Expanded course offerings to include AP Comparative Government, AP Music Theory, AP Psychology, Chinese levels 1-AP, Culinary Arts 1-4
- Created and implemented signature programs including The Lancer Look, Lancer Day, Freshman Academy, and Global Studies
- Developed master schedule
- Contributed to the development of the district strategic plan
- Served as College Board® representative to the Chinese Bridge Delegation, Bejing, China

#### Consultant, Washoe County School District

- Taught writing in second languages, Northern Nevada Writing Project, 1985-1990
- Headed World Languages Textbook Adoption, 1998-1999
- Read High School Proficiency Writing Exams, 1987-1997
- Trained new Curriculum Assistant Principals, 2007-2009
- Presented to "Diving into Administration" students, 2007-2010
- Co-taught "Track III Evaluations for Administration," 2010

#### Teacher, Cherry Creek and Washoe County School Districts

Englewood, Colorado and Reno, Nevada

- Taught French, Spanish, English, ESL, Reading grades 6-12
- Served as World Languages Department Leader, Robert McQueen High School
- Served on committees to create and revise world languages credit by exam
- Worked on national committee to create National Standards for World Languages
- Worked on national committee to establish criteria for National Board Certification in World Languages
- Coached Incline High School Ski Team, 1985-1989

#### **HONORS**

Phi Beta Kappa (top 1% of graduating class), awarded 1980, University of Colorado President's Leadership Scholarship, University of Colorado, 1976-1978

Dean's List, 4.0 Cumulative GPA, University of Nevada, 1991-1995

Dean's List, 4.0 Cumulative GPA, University of Phoenix, 1999-2001

Incline High School, Gold Medal of Achievement, US News and World report, 2017

## PROFESSIONAL DEVELOPMENT

AVID Summer Institute, 2013 and 2015
Marzano's High Reliability Schools, 2015
College Board Prepárate, 2016
Teachers for Global Classrooms, 2016
ASCD Conference, 2018

College Board Conferences, 2001, 2006, 2008

#### **REFERENCES**

Mr. Indra Winquest, IVGID Director, 775,745-7591
Dr. Andrew Yoxsimer, Principal, Incline High School, 775-832-4260
Mr. Milton Hyams, Social Studies Department Leader, Incline High School, 775-832-4260
Ms. Kari Michael, Assistant Principal, Incline High School, 775-832-4260
Parent references available upon request

### Angela Orr

#### 2455 Telluride Drive Reno, NV 89511

#### **Professional Experience**

#### 2019-Present

#### Principal, Doral Academy of Northern Nevada

- With teacher, family, community and student stakeholders, develop a compelling vision and implement strategic planning to ensure growth and success for all students.
- Provide learning, guidance and evaluation for teachers to effectively implement research-based curriculum and instructional practices that ensure deep, meaningful learning for all student.
- Collaborate closely with families and community agencies to provide a well-rounded, safe, secure and caring
  environment for students.
- Manage a budget that covers salaries, benefits, curriculum, professional learning, capital expenses and management costs for the school.
- Create and implement equitable policies and procedures aligned to the school's mission and vision and in compliance with state and federal laws.

#### 2014-Present

#### Founding Board Member & Treasurer: Nevada Center for Civic Engagement

#### Founding Board Member, Treasurer & Instructional Specialist: Learning Forward Nevada

- Collaborate with community foundations and school districts across Nevada to provide opportunities for students and teachers to engage in civic education.
- Apply for and manage local and national grants as well as funding from SB 193.
- Develop and facilitate six-credit course, Teachers Leading Change, to prepare teachers for this challenge.
- Facilitate rigorous, ongoing learning on observation & feedback, mentoring, coaching, and action research.
- Collaborate with site and district administrators and union leaders to create space for shared leadership.

#### 2013-Present

#### Washoe County School District Curriculum & Instruction: K-12 Social Studies

- Create a vision of instruction and strategically implement a five-year professional learning plan.
- Serve the diverse needs of teachers in grades K-12 in social studies & disciplinary literacy.
- Facilitate learning of teachers, coaches, implementation specialists and administrators.
- Develop, design and facilitate over 300 hours of professional development and conferences each year.
- Develop and disseminate award winning curriculum and resources.
- Collaborate closely with a wide range of departments and serve on a multitude of committees to strategically align more comprehensive curriculum and professional learning.
- Build capacity in master teachers with coaching, mentoring and support.
- Work highlighted in a Fordham Report and American Radio Works documentary (2014) as well as the book, *Every Reader a Close Reader*, and the video series *Teaching the Core* with Charlotte Danielson.

#### 2008-Present

#### Letter of Appointment Faculty, UNR & Sierra Nevada College

■ Elementary Methods, Secondary Social Studies Methods, and Parent Involvement & Family Engagement

#### 2009-2013

#### Instructional Specialist/Project Director, Nevada Teaching American History Project

- Develop, coordinate, and disseminate long-term, sustained professional development opportunities.
- Manage a budget of over \$300,000/year.
- Build strong and lasting relationships with teachers and leaders in school Districts across Nevada.
- Develop and maintain website <u>www.projecttahoe.org.</u>
- Create assessments for grant evaluation of teacher and student knowledge and skills and evaluate teacher created materials to align with research and CCSS.

#### 2002-2009

#### Social Studies Teacher Damonte Ranch High School, Dilworth Middle School, Billinghurst Middle School

- Coordinate school-wide professional development and mentor novice and student teachers.
- Perform as AP Coordinator and serve on Graduation, Accreditation, and Scholarship Committees.
- Advise Student Council, Service Learning, Travel Club & Coach Championship We the People teams.
- Engage in five years of collaborative research with UNR professors

#### **Attachment 10 - Principal Angela Orr**

#### **Education**

Washoe Academy of School Leaders Certificate, 2017

Grand Canyon University, 2012 - M.Ed. in Educational Administration

University of Nevada, Reno, 2008 - M.S. in Educational Specialties: Literacy

University of Nevada, Reno, 2001 - B.A. in Secondary Education with an emphasis on Social Studies

#### Professional Service & Committees

2018-Present Board Member of National Social Studies Supervisors Association

2016-Present AdvancED External Review Member for Accreditation at K-12 Schools

2016 Fulbright Teachers for Global Classrooms Administrative Fellow

2015-2017 ATLAS: WCSD Committee for Teacher Leadership

2014-Present Treasurer & Founding Member, Learning Forward Nevada

2014-Present Community University School Partnership (CUSP)

2005-Present Conference Planning Chair for Northern Nevada Social Studies Conference

2009-Present Executive Director, Northern Nevada Council for the Social Studies (Past President)

2015-Present McQueen High School Global Studies Steering Committee

2011-Present Nevada Law Related Education Committee

2013-Present Student Achievement Partners Core Advocate: Literacy

2010-Present Curriculum & Professional Development Consultant for N. Nevada Community Agencies

2010-Present Conference presentation reviewer, National Council for the Social Studies

2013-2015 American Heritage Education Fellow

2011-2015 Nevada National History Day Board

2009-2015 Library of Congress Grant Writing

2009-2015 Nevada Holocaust Education Taskforce Board of Directors

2010-2012 Project Director for Northern Nevada Project REAL (Relevant Education About the Law)

2010-2014 George Washington Teaching Ambassador Program Committee Chair

2009-2014 Awards Committee, National Council for the Social Studies

2007-2013 Nevada Voting Delegate, National Council for the Social Studies

2009 Co-Chair, Nevada Social Studies Standards Integration

2007-2009 President, Northern Nevada Council for the Social Studies

2005-2008 Steering Committee, Northwest Accreditation, Damonte Ranch High School

2007 CIVITAS Bosnia-Herzogovenia Civics Standards Writing Committee

2005-2006 Nevada Civic Mission of Schools Board of Directors

**Attachment 10 - Principal Angela Orr** 

	Attachment 10 - Principal Angela Orr
	Honors & Awards
2018	National Social Studies Supervisors Association Board Appointment
2017	NNCSS Leadership in Education Award
2014	International Reading Association Celebrate Literacy Award
2007	WEA Most Influential Educator
2007	Nevada Social Studies Teacher of the Year
2006	WEA Most Influential Educator
	Articles & Conference Presentations
As a pr	ofessional learning facilitator, I create over 300 hours of learning and many curriculum publications for teachers and leaders each year. The following list only includes presentations and papers outside that scope of work.
2017	"Creating a Community of Practice through Collaborative Inquiry" NSSSA Conference
2016	"Voices from the Field: Evidence to Support Novice Social Studies Teachers" College, University,
	Faculty Alliance Conference
2015	"Inquiring Minds Want to Know: Textual Inquiry Through Question Quads" NCSS Conference
2015	"But the Textbook Said' Document Based Questions for Elementary Students," NCSS Conference
2014	"Closing the Opportunity Gap with Close Reading," NCSS Conference
2014	"Overcoming the Controversy Conundrum: Structured Academic Controversy" NCSS Conference
2011-2015	Contributing Editor: Sierra Social Studies Newsletter and Blog
2013	"Getting Down to the Core: Analyzing and Developing Arguments" NCSS Conference
2013	"Core Task Project: Close Reading of Complex Text" workshop for Contra Costa Schools & Washington D.C. Charter Schools
2012	"A New View of Scaffolding: Powerful Reading of Complex Text" NCSS Conference
2011-2012	Contributing Editor Series: Shifting instruction to the common core state standards: A guide for educators and supervisors. Achieve the Core. Available on iTunes University.
2011	Orr, A., Obenchian, K.M., & Davis, S. (2011). Past as Puzzle: How Essential Questions Can Piece Together A Meaningful Investigation of History. <i>The Social Studies</i> , 102, 2.
2010	Obenchain, K.M., Pennington, J., & Orr, Angela. (2010). Angela: On a Critical Curve. Theory & Research in Social Education, 38, 4.
2010	"What's Really Essential: Creating Questions to Make Historical Connections" NCSS Conference
2009	"Annie: A Case Study of an Exceptional Teacher" presented to College & University Faculty Alliance at National Council for the Social Studies conference
2009	"Making the Question Essential Again" presentation at District Professional Development Day
2008	Thesis Study: Orr, A. (2008). "I don't want to learn this stuff:" A study of middle school students in a media literacy curriculum (University of Nevada, Reno, 2008). UMI, 1460768.
2007	"Geography Through the Arts" presentation at NNCSS annual conference

"Interactive Vocabulary Strategies" presentation at NNCSS annual conference

2006

Attachment 10 - Principal Angela Orr	Attachment 10 -	<b>Principa</b>	l Angela Orr
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	Personal Professional Learning
2017-2019	Northern Nevada Leadership Institute
2017-2018	Learning Forward Annual Conference focus on systems leadership
2004-2018	National Council for the Social Studies Annual Conference
2017	Graduate of Washoe Academy for School Leaders
2017	Culturally Responsive Practices & the Brain
2017	Unleashing the Positive Power of Differences and Polarity Thinking in Schools
2017	Hard Conversations for School Improvement
2016	Leading with Collective Efficacy
2016	Instructional Coaching: A Partnership Approach to Improving Instruction
2016	CHOICES by Brown University Leadership Institute
2016	Differentiated Coaching
2015	Project Based Learning with Buck Institute
2015	Advance Placement Leaders Conference
2015	Teaching the Core with Charlotte Danielson
2013-2015	Core Advocate Leadership Training
2009-2015	Vertical Team Fellow
2012	Learning Forward Conference
2012	Common Core Authors' Workshop: Close Textual Analysis
2012	Surfing the Tsunami of Change
2012	Transitioning to the Common Core: Key Implementation Strategies
2011	Common Core State Standards: Understanding and Implementation
2010	Democratizing the DBQ
2010	Scaffolding Literacy in the Elementary Grades
2009	Differentiated Instruction and Vocabulary Development
2004-2008	Collaborative IRB Training
2003-2008	Teaching American History Fellow
2008	Backwards Planning and Design
2007	Designing Meaningful Literacy Curriculum in the Core
2006	State Supreme Court Justice Institute at Montpelier
2005	Foundations in Mentoring
2005	We the People Nationals: Mentoring Teachers
2004	Civil Rights Institute, Birmingham, Alabama
2004	College Board Advanced Placement in American Government
2003	Writing Across the Curriculum
2003	College Board Advanced Placement Vertical Alignment of Curriculum
2003	We the People: The Citizen & the Constitution

#### **Enrollment Tables**

#### **Attachment 11 - Enrollment & Staffing Charts**

#### **Doral Academy of Northern Nevada - New Campus**

**Nevada State Public Charter School Authority** 

Mike Dang

S:\School Growth & Development\Active Projects or Drafts\Nevada\Doral Academy of Northern Nevada (DANN)\Cha

## OPERATIONS PLAN STUDENT RECRUITMENT AND ENROLLMENT

## (a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

C 1-			Number o	f Students		
Grade	2022	2023	2024	2025	2026	2027
Level	2023	2024	2025	2026	2027	2028
Pre-K						
K	-	97	97	97	97	97
1	-	101	101	101	101	101
2	-	101	101	101	101	101
3	-	101	101	101	101	101
4	-	76	101	101	101	101
5	-	52	79	105	105	105
6	-	-	120	120	120	120
7	-	-	1	120	120	120
8	-	-	-	1	120	120
9	-	-	-	1	-	-
10	-	-	-	1	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	-	528	700	846	966	966

#### (b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade	Number of Students						
Level	2022	2023	2024	2025	2026	2027	
LCVCI	2023	2024	2025	2026	2027	2028	
Pre-K							
K	-	100	100	100	100	100	
1	-	104	104	104	104	104	
2	-	104	104	104	104	104	
3	-	104	104	104	104	104	
4	-	78	104	104	104	104	
5	-	54	81	108	108	108	
6	-	-	124	124	124	124	
7	-		-	124	124	124	
8	-	-	-	-	124	124	
9	-	-	-	-	-	-	
10	-	-	-	_	-	-	
11	-	-	-	_	-	-	
12	-	-	-	-	-	-	
Total	-	544	721	872	996	996	

## (c) Maximum Enrollment (Notestarbung thate the triple each confirmed charts planned enrollment described in subsection b will necessitate a charter amendment)

Grade			Number o	f Students		
Level	2022	2023	2024	2025	2026	2027
Level	2023	2024	2025	2026	2027	2028
Pre-K						
K	-	105.00	105.00	105.00	105.00	105.00
1	-	109.00	109.00	109.00	109.00	109.00
2	-	109.00	109.00	109.00	109.00	109.00
3	-	109.00	109.00	109.00	109.00	109.00
4	-	82.00	109.00	109.00	109.00	109.00
5	-	57.00	85.00	113.00	113.00	113.00
6	-	-	130.00	130.00	130.00	130.00
7	-	-	-	130.00	130.00	130.00
8	-	-	-	-	130.00	130.00
9	-	-	-	-	-	-
10	-	1	1	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	-	571	756	914	1,044	1,044

## Staffing Tables of Projected Staffing Needs 1 - Enrollment & Staffing Charts Doral Academy of Northern Nevada

**Nevada State Public Charter School Authority** 

Mike Dang

S:\School Growth & Development\Active Projects or Drafts\Nevada\Doral Academy of Northern Nevada (DANN)\Charter Development\Amendme

#### **OPERATIONS PLAN**

	School Ye	ears				
Projections for school years beginning	2022	2023	2024	2025	2026	2027
	2023	2024	2025	2026	2027	2028
Proposed New Campus(es)						
Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
(Academica Nevada)	2	2	2	2	Δ	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9
School Staff						
Principals	-	1	1	1	1	1
Assistant Principals	-	-	1	1	2	2
Counselor / Student Support Advocate	_	-	_	1	1	1
11						
Curriculum/Instructional Coach	-	-	1	1	1	1
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	_	21	27	32	36	36
Classroom Teachers (Specials)	-	4	5	6	6	6
Special Education Teachers	-	4	4	5	6	7
EL Coordinator / Dean	-	1	1	1	1	1
School Nurse	-	-	-	_	-	-
Office Manager	-	1	1	1	1	1
Registrar	-	1	1	1	1	1
Receptionist / Clinic Aide FASA	-	2	2	2	2	2
Instructional Aide(s)	-	2	5	7	9	10
School Operations Support Staff	-	2	2	2	2	2
Total FTEs at School	-	39	51	61	69	71

#### Network

Year	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Number of elementary schools	1	2	2	2	2	2
Number of middle schools	1	1	2	2	2	2
Number of high schools	-	-	-	-	-	-
Total schools	2	3	4	4	4	4
<b>Total Student enrollment</b>	965	1,540	1,717	1,868	1,992	1,992

Attachment 11 Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1 1	1	1	1	1
Chief Legal Officer (Academica Nevada)  Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
* *	1		_	1	_	1
Procurement Director (Academica Nevada)	1	<u>1</u> 1	1	1	1	<u> </u>
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
(Academica Nevada)	1	1	1	1	1	1
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Total Back-Office FTEs	9	9	9	9	9	9
Elementary School Staff						
Principals	0.5	1	1	1	1	1
Assistant Principals	1	1	2	2	2	2
•	-				_	
Counselor / Student Support Advocate	0.5	0.5	0.5	1	1	1
Curriculum/Instructional Coach	0.5	0.5	1	1	1	1
SPED Facilitator / Speech Psychologist	0.5	0.5	0.5	0.5	0.5	0.5
Classroom Teachers (Core Subjects)	24	45	47	48	48	48
Classroom Teachers (Specials)	3.3	5.5	6.0	6.0	6.0	6.0
Special Education Teachers	1.5	3.8	3.8	4.3	4.8	5.3
EL Coordinator / Dean	0.5	1.0	1.0	1.0	1.0	1.0
School Nurse	-	-		_	_	-
Office Manager	1	1.5	1.5	1.5	1.5	1.5
Registrar	0.5	1	1	1	1	1
Receptionist / Clinic Aide FASA	1	2	2	2	2	2
Teacher Aides and Assistants	3.5	4.5	6	7	8	8.5
School Operations Support Staff	1	2	2	2	2	2
Total FTEs at Elementary Schools	38.75	70	75	78	80	81
v.						
Middle School Staff						
Principals	0.5	1	1	1	1	1
Assistant Principals	1	1	2	2	2	2
Counselor / Student Support Advocate	0.5	0.5	0.5	1	1	1
Curriculum/Instructional Coach	0.5	0.5	1	1	1	1
SPED Facilitator / Speech Psychologist	0.5	0.5	0.5	0.5	0.5	0.5
Classroom Teachers (Core Subjects)	11	12	16	20	24	24
Classroom Teachers (Specials)	3.3	5.5	5.5	7.0	7.0	7.0
Special Education Teachers	1.5	3.8	3.8	4.3	4.8	5.3
EL Coordinator / Dean	0.5	1.0	1.0	1.0	1.0	1.0
School Nurse	-	-	-	-	-	-
Office Manager	1	1.5	1.5	1.5	1.5	1.5
Registrar	0.5	1	1	1	1	1
Receptionist / Clinic Aide FASA	1	2	2	2	2	2
Teacher Aides and Assistants	3.5	4.5	6	7	8	8.5

School Operations Support Staff

**Total FTEs at Middle Schools** 

## **Attachment 11 - Enrollment & Staffing Charts**

High School Staff						
Principals	-	-	-	-	-	-
Assistant Principals	-	-	-	-	-	-
Counselor / Student Support Advocate	-	-	-	-	-	-
Curriculum/Instructional Coach	-	-	-	-	-	-
SPED Facilitator / Speech Psychologist	-	-	-	-	-	-
Classroom Teachers (Core Subjects)	-	-	-	-	-	-
Classroom Teachers (Specials)	-	-	-	-	-	-
Special Education Teachers	-	-	-	-	-	-
EL Coordinator / Dean	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Office Manager	-	-	-	-	-	-
Registrar	-	-	-	-	-	-
Receptionist / Clinic Aide FASA	-	-	-	-	-	-
Teacher Aides and Assistants	-	-	-	-	-	-
School Operations Support Staff	-	-	-	-	-	-
Total FTEs at High Schools	-	-	-	-	-	-
Total Network FTEs	74	116	127	138	146	148

	Academica	Board	Principal
Immediately Upon Charter Approval	<ul> <li>Apply for 501c3</li> <li>Set up state tax ID/EIN number (unemployment, State Income if out of state)</li> <li>Open bank accounts for school</li> <li>Request DUNS</li> <li>Register for SAM</li> <li>Setup Vendor ID with State Controller's Office (NV)</li> <li>Set up Google phone number and forward to Academica or principal</li> </ul>	<ul> <li>Read, assist with writing, and learn all sections of the charter</li> <li>Capacity Interview</li> </ul>	<ul> <li>Read, assist with writing, and learn all sections of the charter</li> <li>Provide input for website</li> <li>Identify mascot and colors</li> <li>Work with Design and Marketing Dept to develop crest, mascot, color scheme for branding</li> <li>Provide updates to social media</li> <li>Advertising (door to door, parent meetings, seek partnerships)</li> </ul>
January	<ul> <li>Solicit Legal Counsel for school (approved in February)</li> <li>Research quotes for Student Info System (SIS)</li> <li>Begin open enrollment</li> <li>Provide Offer of Intent for Employment templates to principal</li> <li>Assist principal in registering for job fairs</li> <li>Assist principal in preparing teacher/staff openings for Internal Transfers</li> <li>Determine kindergarten enrollment (if half day is allowed in the state) and fee structure</li> <li>Enrollment policies on website</li> <li>Understand lottery laws in state (required notifications, age limits, vaccination requirements)</li> <li>FF&amp; E Lease</li> </ul>	<ul> <li>Approve Bylaws</li> <li>Elect Officers</li> <li>Draw for Term Limits</li> <li>Delegate Signing Authority</li> <li>Approve Academica Contract</li> <li>Approve MOU with Academica for Incubation Year activities</li> <li>Approve Board Meeting Schedule</li> <li>Approval for Principal to apply for grants</li> <li>Approve enrollment policy</li> </ul>	<ul> <li>Conduct parent informational meetings</li> <li>Select mascot and design images for branding</li> <li>2-3 times weekly updates to social media</li> <li>Begin drafting master schedule</li> <li>Teacher Recruitment</li> <li>Create a draft of parent/student handbook for registration docs</li> <li>Create Acceptable Use</li> <li>Continue to make updates to website</li> <li>Draft email to all families in database to encourage them to register</li> <li>Provide Academica a list of teacher/staff openings to include in Internal Transfer advertisements</li> </ul>

February	<ul> <li>Begin discussions with principal on Emergency Operations Plan and development of committees</li> <li>Work with principal to get registration documents (handbooks – if possible, media release, use of technology policy)</li> <li>Order folders/supplies for registration materials</li> <li>Procurement for furniture</li> <li>Post school job openings for internal transfers</li> <li>Legal/HR: research state labor laws, payroll, holidays, and PTO requirements for out of state schools.</li> </ul>	<ul> <li>Approve Financial Policies &amp; Procedures</li> <li>Approve Outside Legal Counsel</li> <li>Approve Conflict of Interest Policy</li> <li>Approve SIS</li> <li>Approve Board Handbook</li> </ul>	<ul> <li>Conduct parent informational meetings</li> <li>Teacher Recruitment</li> <li>Create Master calendar (holidays, PD days, Data Days, etc.)</li> <li>Begin working on employee handbook</li> <li>Provide position openings to Academica for posting online</li> <li>Meet with Procurement dept to determine furniture needs</li> </ul>
March	<ul> <li>Research Board insurance provider</li> <li>Lottery</li> <li>Meet with insurance provider to set up coverage (if out of state, possible 401K)</li> <li>Academica Hiring Fair</li> </ul>	<ul> <li>Approve participation in NSLP</li> <li>Approve master calendar</li> <li>Approval of FF &amp; E Lease</li> <li>Approve Building Lease</li> </ul>	<ul> <li>Conduct parent informational meetings</li> <li>Teacher Recruitment</li> <li>Finalize employee handbook</li> <li>Begin creating course catalog</li> <li>Create EL Policy</li> </ul>
April	<ul> <li>Research uniform vendors</li> <li>Set up SIS (Calendars, attendance codes, behavior codes, IEP settings, 504 settings, entry of student)</li> <li>SIS training with vendor</li> <li>Release RFP to secure meal vendor</li> <li>Procurement for technology and curriculum</li> <li>Prepare Year 1 Budget</li> <li>Register with the state as an employer (state unemployment) – can't be done until EIN is provided</li> <li>Solicit vendors for janitorial, HVAC, landscaping, snow removal, janitorial supplies</li> </ul>	<ul> <li>Approve special education policies</li> <li>Approve EL Policy</li> <li>Approve board insurance provider</li> <li>Approve IT contract</li> <li>Approve Initial Budget</li> <li>Approve maximum enrollment</li> </ul>	<ul> <li>Hire office staff (start July 1)</li> <li>Create design for Spirit Wear</li> <li>Continue working on parent/student handbook</li> <li>Master scheduling – secondary students selecting electives</li> <li>Begin creating prep schedule</li> </ul>

May	<ul> <li>Continue SIS set up (courses, grading tasks, report card)</li> <li>Work with State Agency to complete NSLP Application</li> <li>Prepare Restorative Justice Policy</li> <li>Prepare No Opt Out Testing Policy</li> <li>Prepare Grievance Policy</li> </ul>	<ul> <li>Approve NLSP vendor</li> <li>Approve employee handbook</li> <li>•</li> </ul>	<ul> <li>Finalize parent/student handbook</li> <li>Determine car loop processes</li> <li>Begin to organize before/after school care programs</li> <li>Solicit parents for PTO</li> </ul>
June	<ul> <li>Principal contract</li> <li>Assist principal with scheduling students into appropriate courses</li> <li>Assist principal in determining substitute teacher system</li> <li>Schedule date for onboarding for all staff</li> <li>Finalize campus map for furniture placement</li> <li>Update J: Drive (for new charters)</li> </ul>	<ul> <li>Approve janitorial contract</li> <li>Approve HVAC contract</li> <li>Approve student/parent handbook</li> <li>Approve NSLP related policies (wellness, meal charge, etc.)</li> <li>Approve Restorative Justice Policy</li> <li>Approve No Opt Out Testing Policy (NV)</li> <li>Approve Grievance Policy</li> <li>Approve Internet Safety Policy</li> </ul>	<ul> <li>Begin reviewing IEP caseload</li> <li>Determine committees and who will lead them (Leadership, RTI/MTSS, Academics, Social/Culture)</li> <li>Begin developing school-wide behavior policies</li> <li>Add supply lists to website</li> <li>Finalize EOP (submission required in June in NV)</li> </ul>
ylut	<ul> <li>Training of office manager/registrar</li> <li>Teacher contracts</li> <li>Train principal on AvidXchange (Pos),         Payroll, Financials, Budget</li> <li>Finalize onboarding training (payroll,         insurance, Aflac, sub system, HR, etc.)</li> <li>Verify staff licenses and communicate         concerns with office manager/principal</li> <li>Load campus furniture and technology</li> </ul>		<ul> <li>Possible staff social gathering</li> <li>Schedule PD for start of school year</li> <li>Make final updates to parent/student handbook</li> <li>Track curriculum orders</li> <li>Begin brainstorming field trip options</li> <li>Determine students incentives/award criteria</li> <li>Finalize school-wide behavior policy</li> <li>Staff Polos</li> <li>Create fire evacuation maps</li> <li>Order general office supplies and school supplies for start up</li> <li>Order items for the health office</li> <li>Finalize student schedules</li> <li>Continue review of IEPs and secure related service providers (OT, Speech, PT, etc.)</li> <li>Provide staff list to Academica for license checks</li> </ul>

\ugust	<ul> <li>Assemble Back to School materials for Teachers which includes school-wide calendar, supervision list, teacher names/room assignments, school map, schedules for prep, lunch, duty, etc., opening school procedures, teacher evaluation rubric, etc.</li> </ul>
	<ul> <li>Train teachers on evaluation tool</li> </ul>
	<ul> <li>Train teachers on school's EOP prior to</li> </ul>
	start of school
	<ul> <li>Teachers create Sub Folders</li> </ul>
	<ul> <li>New Teacher On-Boarding</li> </ul>

#### **Attachment 13 - Operational Execution Plan**

#### **Transportation**

DANN will not provide daily transportation for the students to and from school. Should a Special Education student who is enrolling in DANN have an IEP that has transportation as an accommodation, DANN will honor their IEP. DANN will work to partner with the RTC or CCSD, as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company. The school will work with their insurance broker agency to ensure that all necessary insurance policies and coverages are in place.

#### **Food Service**

DANN plans on providing food services at the school and anticipates participating in the National School Lunch Program. DANN will seek to be its own school food authority and anticipates identifying and contracting with a third party food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

#### **Facilities Maintenance**

DANN has a multi-tiered plan for maintaining the facility:

- 1. On-Site DANN will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- 2. DANN will contract with a janitorial company to provide a cleaning service 5 nights a week.
- 3. DANN's EMO Academica coordinates facility maintenance, repairs, etc. as well as coordinates with the contracted janitorial service provider.

#### **School Health & Nursing Services**

The school provides health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed at the new campuses. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality. State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

#### **Purchasing Processes**

The purchasing agent is appointed by the governing body (Traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing program.

#### **Attachment 13 - Operational Execution Plan**

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

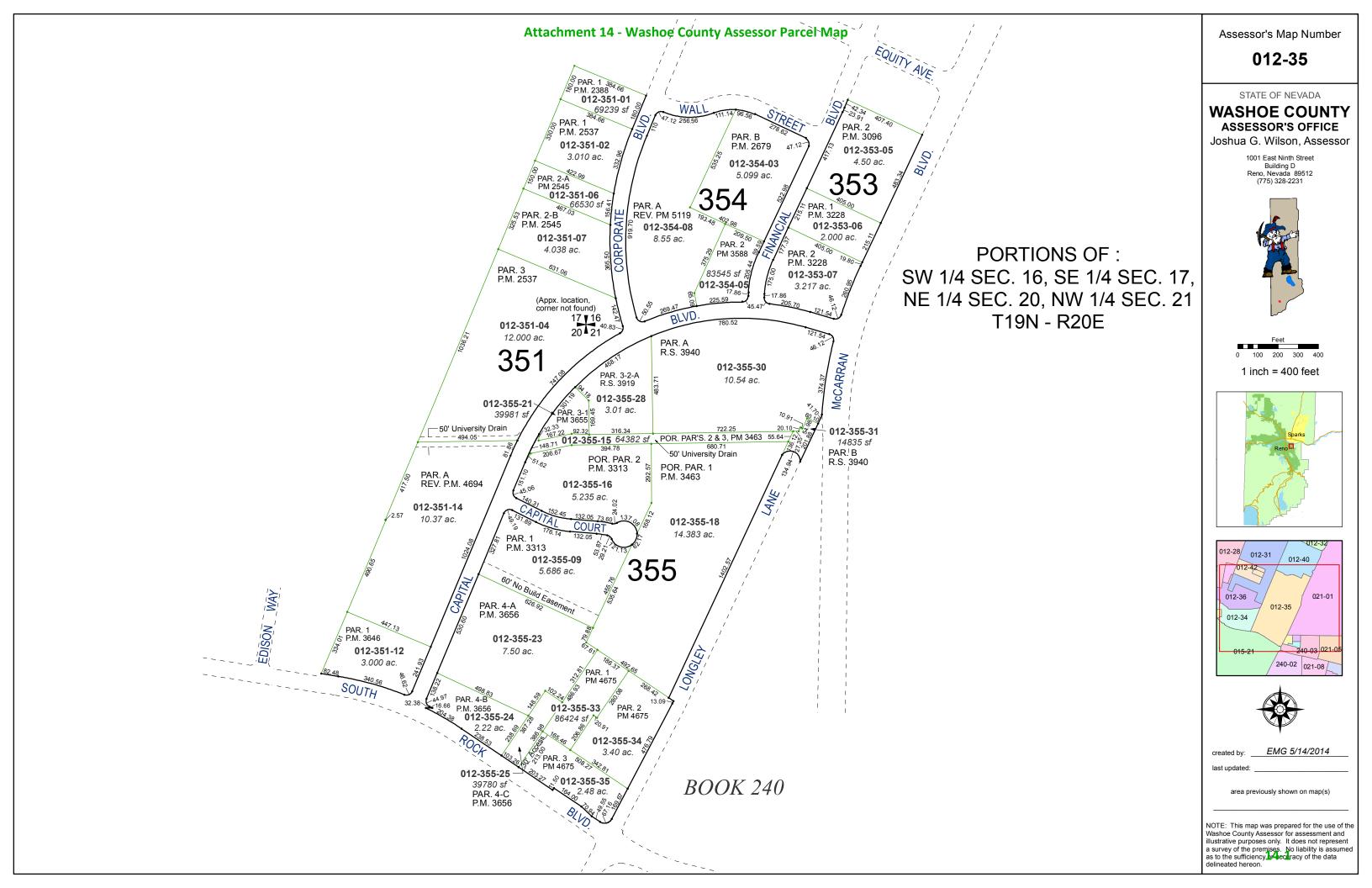
The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

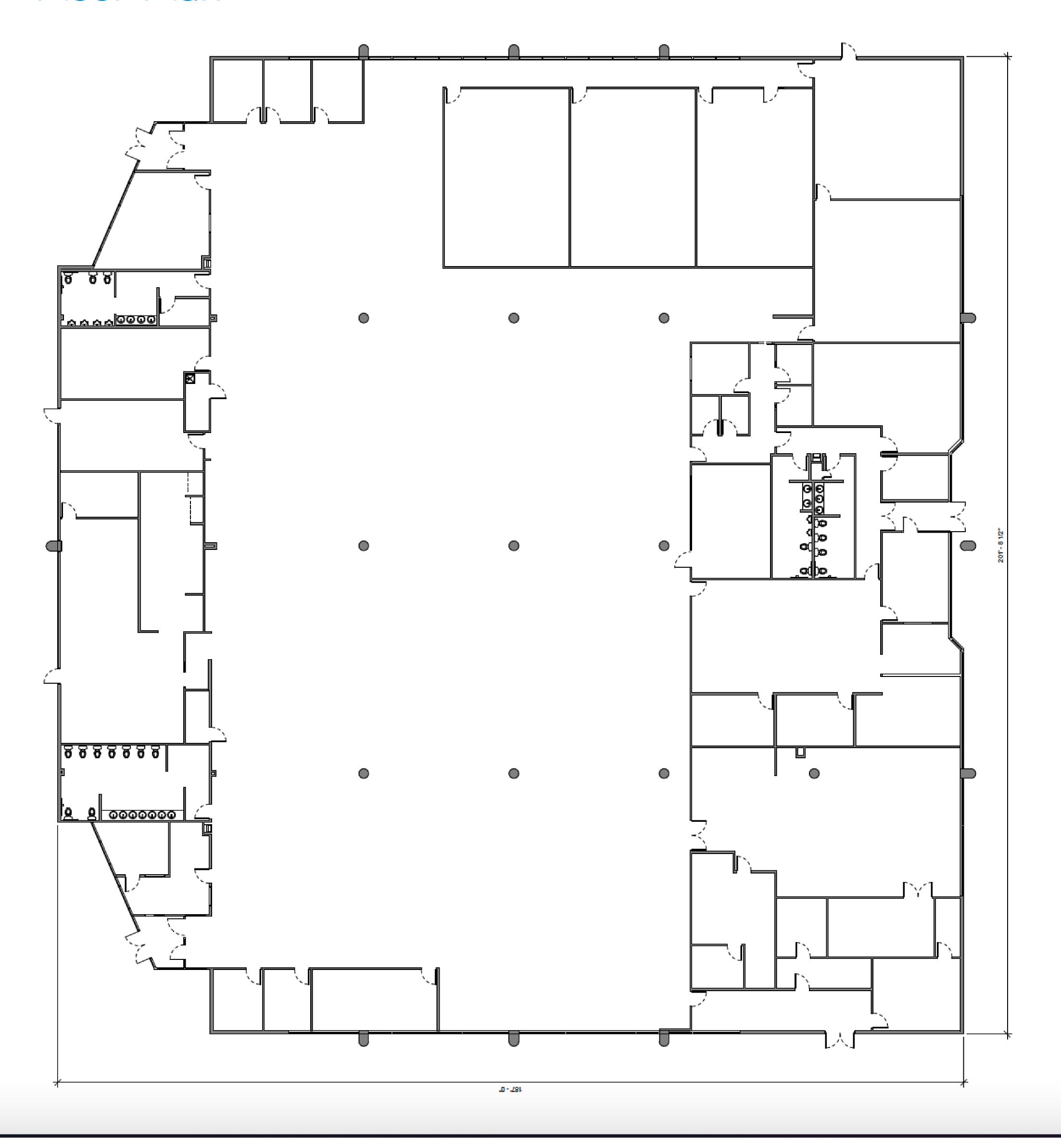
Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, NRS 386.573).

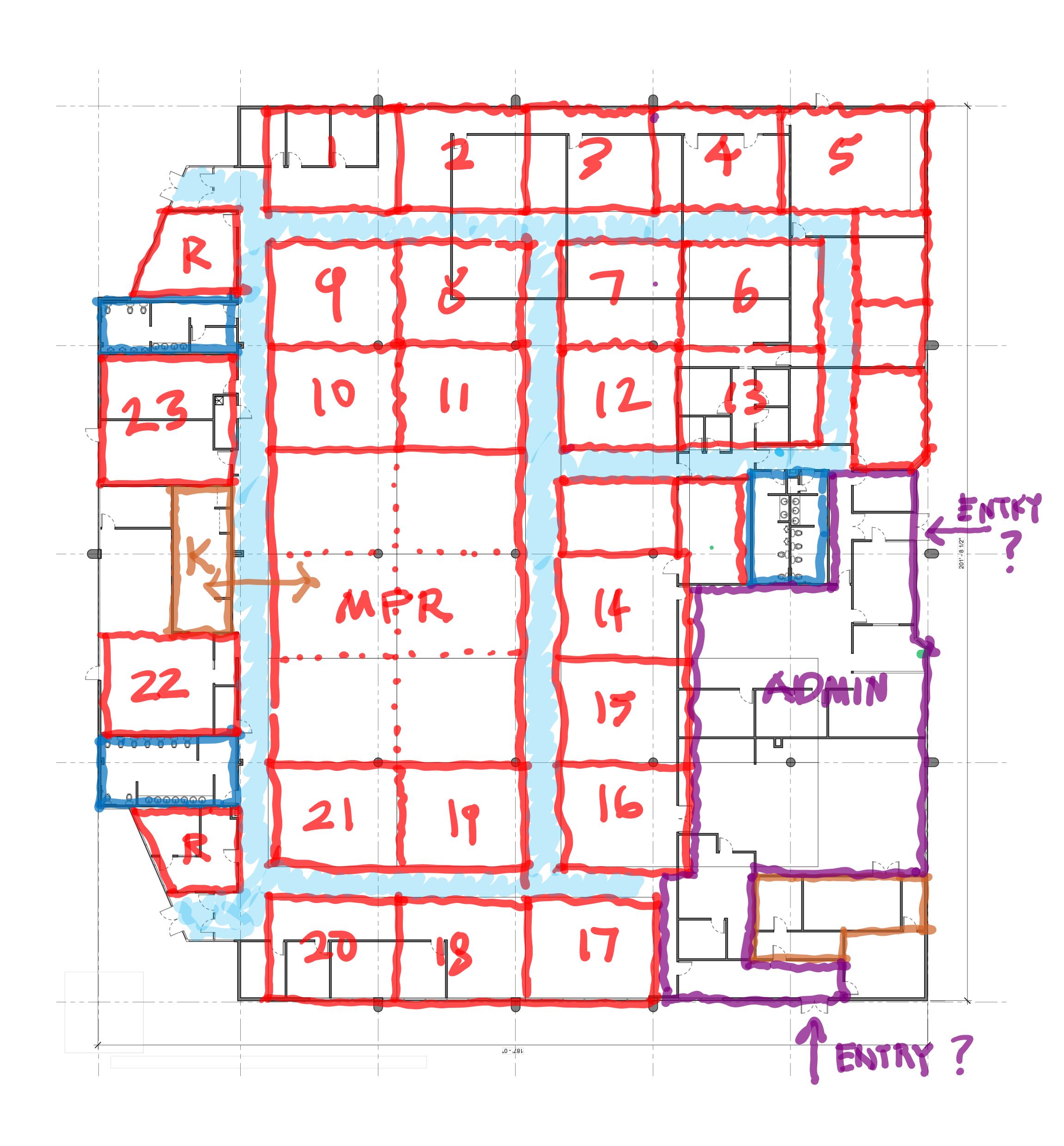
#### **Safety & Security**

DANN proposed campuses will have Campus Monitor(s) provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan. As referenced in the Operations Question and Ongoing Operations Question One, DANN's Principal and Campus Monitor will have primary responsibility over proper implementation of the Emergency Management Plan.



# Floor Plan







FOR LEASE > FREE-STANDING OFFICE BUILDING > IDEAL FOR CONTACT CENTER

## 1315 Financial Blvd



RENO, NV | 89502



#### **FOR I FASE**

## 1315 Financial Blvd, Reno, NV 89502

#### MELISSA MOLYNEAUX, SIOR, CCIM

Executive Vice President DIRECT: +1 775 823 4674 CELL: +1 775 762 7990

Melissa.Molyneaux@colliers.com

NV Lic BS.0144599

Entire Building: ±36,112 Square Feet
(Can be demised to ±15,000 SF)

Lease Rate: \$1.45/SF/MO NNN

#### **Property Highlights**

- > Highly desirable Reno Airport Submarket location
- > Functional floor plan with large open bullpen and multiple private offices/ conference rooms around the perimeter
- > Layout is ideal for a call center or predominately open floor user
- > Generous 10:1 parking ratio with 381 stalls available
- > High 1,600 amp, 277/480 volt power capacity
- > Easy access to I-580 to the West and I-80 to the North
- > Within close proximity (0.2 mi) to Route 54 (Sparks/Meadowood) and Route 14 (East Mill) bus stops

## **Property Details**

> **Address:** 1315 Financial Boulevard, Reno, NV 89502

Available Space: ±36,112 SFLease Rate: \$1.45/SF/MO NNN

> Year Built: 1993 with recent interior remodel

> Parking: 10:1 Ratio (381 Stalls)

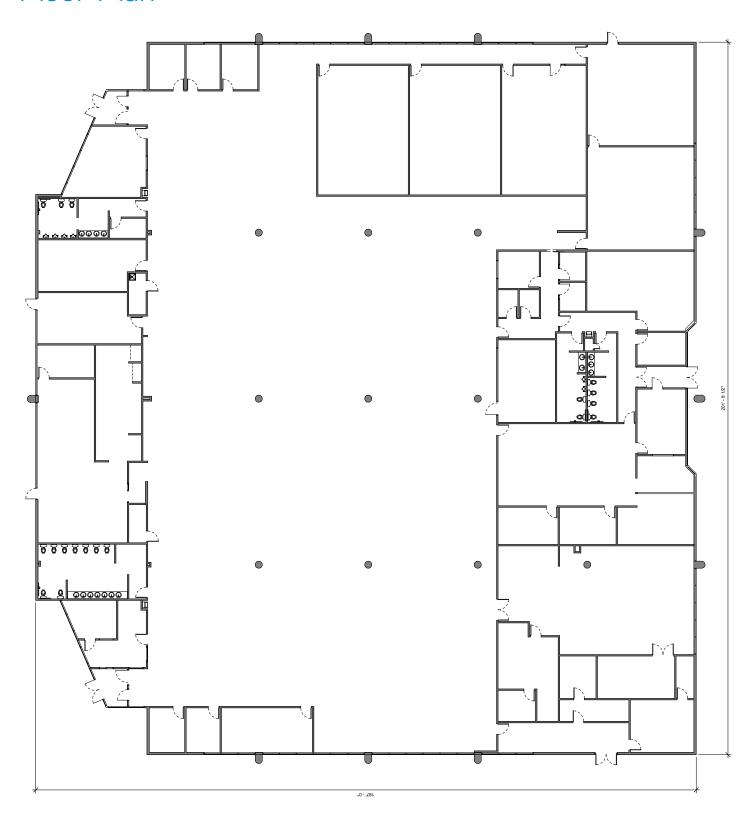
Zoning: IB - Industrial Business
 (Allows for a multitude of office, commercial, and industrial uses)

> **Power:** 1,600 Amp, 277/480 volt with space for a generator

## Property Oblique



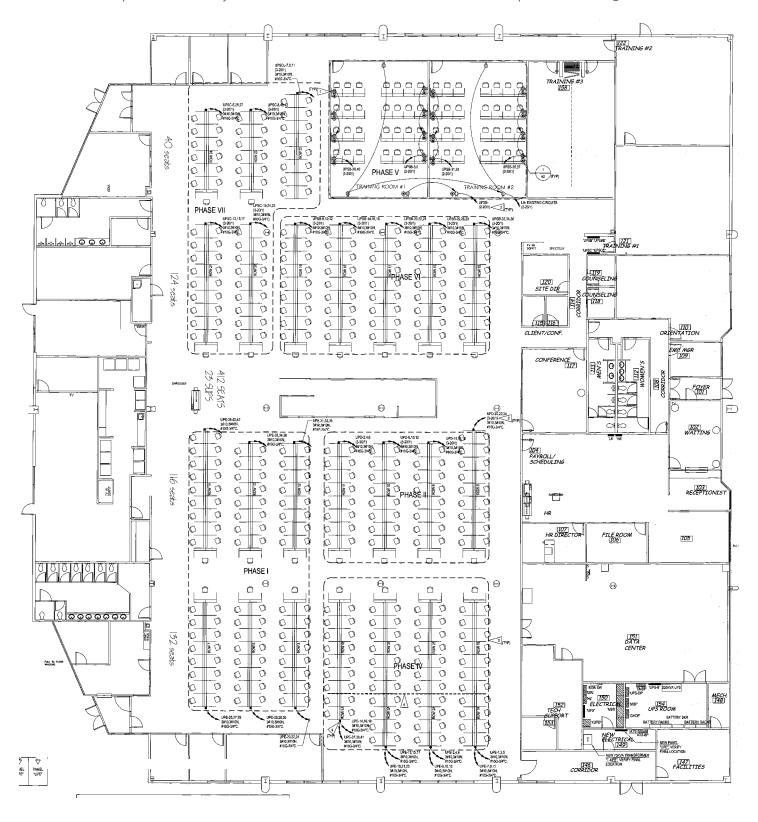
## Floor Plan



## Conceptual Floor Plan

## Furniture Layout (412 Workstations)

Note: Based on prior tenant's layout. Additional cubicles can be added if the space is reconfigured.



## **Exterior Photos**













## Interior Photos

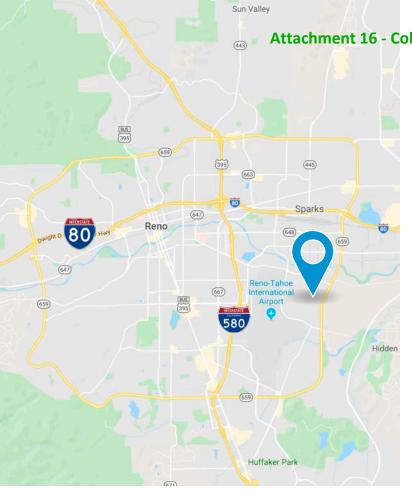
















1315 Financial Boulevard, Reno, NV 89502

## > Contact Us



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#### **COLLIERS INTERNATIONAL**

#### **RENO**

5520 Kietzke Lane, Suite 300 Reno, Nevada 89511

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## Colliers.com/Reno

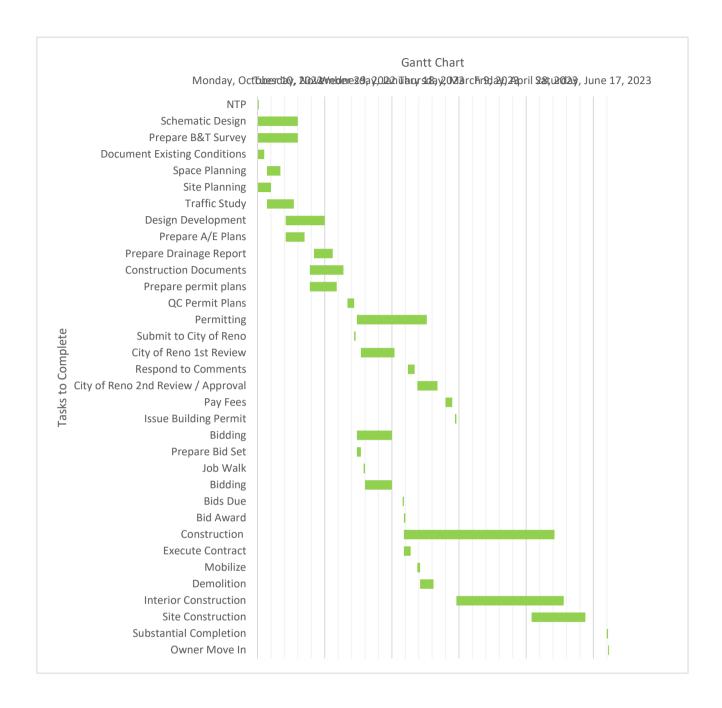




#### **Attachment 17 - Gannt Chart**

Tak	Start Date	Days
NTP	Monday, October 10, 2022	1
<b>Schematic Design</b>	Monday, October 10, 2022	30
Prepare B&T Survey	Monday, October 10, 2022	30
<b>Document Existing</b>	Monday, October 10, 2022	5
Conditions	Worlday, October 10, 2022	J
Space Planning	Monday, October 17, 2022	10
Site Planning	Monday, October 10, 2022	10
Traffic Study	Monday, October 17, 2022	20
<b>Design Development</b>	Monday, October 31, 2022	29
Prepare A/E Plans	Monday, October 31, 2022	14
Prepare Drainage Report	Monday, November 21, 2022	14
<b>Construction Documents</b>	Friday, November 18, 2022	25
Prepare permit plans	Friday, November 18, 2022	20
QC Permit Plans	Friday, December 16, 2022	5
Permitting	Friday, December 23, 2022	52
Submit to City of Reno	Wednesday, December 21, 2022	1
City of Reno 1st Review	Monday, December 26, 2022	25
Respond to Comments	Monday, January 30, 2023	5
City of Reno 2nd Review / Approval	Monday, February 6, 2023	15
Pay Fees	Monday, February 27, 2023	5
Issue Building Permit	Monday, March 6, 2023	1
Bidding	Friday, December 23, 2022	26
Prepare Bid Set	Friday, December 23, 2022	3
Job Walk	Wednesday, December 28, 2022	1
Bidding	Thursday, December 29, 2022	20
Bids Due	Thursday, January 26, 2023	1
Bid Award	Friday, January 27, 2023	1
Construction	Friday, January 27, 2023	112
<b>Execute Contract</b>	Friday, January 27, 2023	5
Mobilize	Monday, February 6, 2023	2
Demolition	Wednesday, February 8, 2023	10
Interior Construction	Tuesday, March 7, 2023	80
Site Construction	Tuesday, May 2, 2023	40
Substantial Completion	Tuesday, June 27, 2023	1
Owner Move In	Wednesday, June 28, 2023	5

#### **Attachment 17 - Gannt Chart**



## **Attachment 18 - Facility Comps**

## IMPROVED PROPERTY SALES PHOTOGRAPHS



Sale ID	Address	Sale Date	Sale Price	<b>Building Area</b>	Sale Price/SF
5	1340 Financial Boulevard	01/30/2020	\$11,200,000	57,042 SF	\$196.35



Sale ID	Address	Sale Date	Sale Price	Building Area	Sale Price/SF
6	4835 Longley Lane	06/18/2020	\$2,940,000	19,498 SF	\$150.78

## **Attachment 18 - Facility Comps**

## IMPROVED PROPERTY SALES PHOTOGRAPHS



Sale ID	Address	Sale Date	Sale Price	<b>Building Area</b>	Sale Price/SF
7	4098 S. McCarran Blvd.	01/04/2021	\$3,000,000	15,158 SF	\$197.92



Sale ID	Address	Sale Date	Sale Price	Building Area	Sale Price/SF
8	690 Kresge Lane	01/20/2021	\$2,065,000	15,740 SF	\$131.19

## **Attachment 18 - Facility Comps**

## IMPROVED PROPERTY SALES PHOTOGRAPHS



Sale ID	Address	Sale Date	Sale Price	<b>Building Area</b>	Sale Price/SF
9	1000 Sandhill Road	02/16/2021	\$6,600,000	52,100 SF	\$126.68



Sale ID	Address	Sale Date	Sale Price	<b>Building Area</b>	Sale Price/SF
10	5690 Riggins Court	Contract	\$3,350,000	16,000 SF	\$209.38

## **Attachment 19 - Budget Overview (5-Year DANN System)**

DANN System	FY23	FY24	FY25	FY26	FY27	FY28
Statewide Base (w/ District Adj)	7,074	7,215	7,309	7,404	7,500	7,598
Total Students (FTEs)	965	1,540	1,717	1,868	1,992	1,992
Kinder	100	200	200	200	200	200
1st Grade	104	208	208	208	208	208
2nd Grade	104	208	208	208	208	208
3rd Grade	104	208	208	208	208	208
4th Grade	104	182	208	208	208	208
5th Grade	108	162	189	216	216	216
6th Grade	124	124	248	248	248	248
7th Grade 8th Grade	124 93	124 124	124 124	248 124	248 248	248 248
9th Grade		- 124	-	-	-	
10th Grade	-		-		-	
11th Grade	-		-		-	
12th Grade	-	-	-	-	-	_
Total Students (FTEs)	965	1,540	1,717	1,868	1,992	1,992
Total state its (1123)	303	2,5 .0	2,727	2,000	2,332	2,552
PRIOR YEAR NUMBERS						
SPED Count	100	200	200	231	256	277
ELL Count	6	3	112	147	177	201
GATE Count	61	53	73	78	86	91
FRL%	6%	26%	29%	31%	33%	33%
At-Risk (FRL) Count	43	55	226	282	330	367
	-	-	-	-	-	-
TEACHING STAFF						
Classroom Teachers	35.00	57.00	63.00	68.00	72.00	72.00
SPED Teachers	3.00	7.50	7.50	8.50	9.50	10.50
Art Teacher	2.00	3.00	3.00	4.00	4.00	4.00
Music	1.00	2.00	2.00	2.00	2.00	2.00
PE Teacher	1.00	2.00	2.00	2.00	2.00	2.00
Dance	-	-	-	-	-	-
Technology (STEM)	-	-	-	-	-	-
Theatre	-	-	-	-	-	-
Spanish / Language	1.00	1.50	2.00	2.00	2.00	2.00
Additional Elective Teachers	0.50	1.00	1.00	1.00	1.00	1.00
Total Teaching Staff	43.50	74.00	80.50	87.50	92.50	93.50
ADMIN & SUPPORT						
Principal	1.00	2.00	2.00	2.00	2.00	2.00
Assistant Principal	1.00	2.00	3.00	3.00	4.00	4.00
Dean/SSC	1.00	1.00	1.00	1.00	1.00	1.00
ELL Corrdinator	-	1.00	1.00	1.00	1.00	1.00
Counselor/ Student Support Advocate	1.00	1.00	1.00	2.00	2.00	2.00
Curriculum Coach	1.00	1.00	2.00	2.00	2.00	2.00
Office Manager/Banker	2.00	3.00	3.00	3.00	3.00	3.00
Registrar	1.00	2.00	2.00	2.00	2.00	2.00
Clinic Aide/ FASA	1.00	2.00	2.00	2.00	2.00	2.00
Receptionist	1.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants (SPED Included)	7.00	9.00	12.00	14.00	16.00	17.00
Campus Monitor/Custodian	1.00	2.00	2.00	2.00	2.00	2.00
Cafeteria Manager	1.00	2.00	2.00	2.00	2.00	2.00
Parent Engagement Corrdinator	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	1.00	1.00	1.00	1.00	1.00	1.00
School Psychologist	-	-	-	-	-	-
ОТ	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
Gate Teacher	1.00	1.50	1.50	2.00	2.00	2.00
	-	-	-	-	-	-
Total Admin & Support	21.00	32.50	37.50	41.00	44.00	45.00
Total # Tooshous	42.50	74.00	00.50	07.50	02.50	03.50
Total # Admin & Support	43.50	74.00	80.50	87.50	92.50	93.50
Total # Admin & Support Total Staff	21.00	32.50	37.50	41.00	44.00	45.00
Total Staff	64.50	106.50	118.00	128.50	136.50	138.50
Total Salarias & Bonofits as % of E	600/	620/	EOn/	EOn/	E09/	E00/
Total Salaries & Benefits as % of Expenses	60%	62%	59%	59%	59%	59%
Instruction Salaries as % of Total Salaries Admin & Support Salaries as % of Total Salaries	75%	75%	75%	76%	76%	76%
	25%	25%	25%	24%	24%	24%
Rent as % of Revenue	14%	14%	15%	15%	16%	15%

## **Attachment 19 - Budget Overview (5-Year DANN System)**

REVENUE (@ 100%)	FY23	FY24	FY25	FY26	FY27	FY28
State Base Revenue	6,826,410	11,111,100	12,549,553	13,830,672	14,940,000	15,135,216
Local SPED	74,124	74,124	74,124	74,124	74,124	74,124
National School Lunch Program (NSLP)	39,456	251,244	309,006	369,212	402,932	412,792
SPED Funding (Part B)	95,000	190,456	190,456	219,042	243,428	262,808
SPED Discretionary Unit	275,500	280,800	501,200	576,425	653,412	719,264
ELL Weight	9,810	5,007	189,613	252,890	308,676	355,068
Gifted and Talented Education (GATE) Weight	51,728	45,686	63,218	68,406	76,454	81,900
At-Risk Weight	10,363	13,585	57,269	72,221	85,387	96,647
OTHER:	-	-	57,203	-	-	-
OTHER:	-	-	_	-	-	-
OTHER:	-				-	
OTHER:	_	-	_	-	_	
Total Revenues	7,382,391	11,972,002	13,934,438	15,462,992	16,784,413	17,137,820
EXPENSES	FY23	FY24	FY25	FY26	FY27	FY28
Personnel Costs - Unrestricted Salaries						
Principal	114,240	215,725	220,040	222,900	225,798	230,513
Assistant Principal(s)	84,660	155,761	238,876	244,677	327,380	331,636
Curriculum Coach	60,180	60,962	62,182	62,990	63,809	64,638
ELL Corrdinator	65,280	121,129	123,551	125,157	126,784	128,433
Counselor / Student Support Advocate/Dean	68,340	69,228	70,613	129,272	130,952	132,655
Teachers Salaries	1,842,750	3,033,450	3,390,000	3,724,200	3,973,815	4,041,850
Prior Grant/Categorical Positions	-	-	-	-	-	-
SPED Teachers	136,500	339,150	346,250	397,750	450,540	504,700
Office Manager/ Registrar / Banker	107,010	196,086	200,008	201,445	204,064	206,717
Secretary & FASA	42,560	85,880	87,400	88,160	89,680	91,200
Teacher Assistants (including SPED)	131,040	171,000	231,480	272,160	319,320	345,240
Campus Monitors	48,480	97,440	98,400	98,880	99,840	101,280
Parent Engagement Corrdinator	-	-	-	-	-	-
Total Unrestricted Salaries	2,701,040	4,545,811	5,068,799	5,567,591	6,011,982	6,178,861
Personnel Costs - Restricted Salaries	FY23	FY24	FY25	FY26	FY27	FY28
Lead Principal Staff	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	49,470	50,113	51,115	51,780	52,453	53,135
School Psychologist	-	-	-	-	-	-
ОТ	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
GATE	53,040	79,730	81,669	109,945	111,374	112,822
NSLP Manager	-	-	-	-	-	-
Cafeteria Manager - NSLP	14,708	34,595	35,243	35,520	36,168	36,815
On Campus Sub	11,250	45,000	45,000	45,000	45,900	45,900
Total Restricted Salaries	128,468	209,438	213,027	242,244	245,894	248,672
Total Salaries and Wages	2,829,508	4,755,249	5,281,826	5,809,836	6,257,877	6,427,533
PERS - 29.75%	841,779	1,414,686	1,571,343	1,728,426	1,861,718	1,912,191
Insurances/Employment Taxes/Other Benefits	514,276	879,721	990,342	1,103,869	1,204,641	1,253,369
Incentives / Bonuses	68,463	79,990	117,049	128,685	137,013	139,383
Stipend	-	-	-	-	-	-
Tuition Reimbursements	5,400	12,600	12,600	14,400	14,400	14,400
Subst. Teachers (10 days/Teacher)	60,525	84,500	95,875	108,125	114,750	117,725
Total Benefits and Related	1,490,442	2,471,497	2,787,209	3,083,505	3,332,522	3,437,068
Total Payroll / Benefits and Related	4,319,950	7,226,746	8,069,035	8,893,340	9,590,399	9,864,600
Supplies	FY23	FY24	FY25	FY26	FY27	FY28
Consumables	135,100	180,240	240,380	280,200	298,800	318,720
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
Zion's FFE Lease - payments	185,000	221,500	297,000	345,000	370,000	300,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	40,000	-	-	-	-	-
Office Supplies	13,510	21,560	24,038	26,152	27,888	27,888
Classroom Supplies	27,985	44,660	49,793	54,172	57,768	57,768
Copier Supplies	4,101	6,545	7,297	7,939	8,466	8,466
Nursing Supplies	3,136	5,005	5,580	6,071	6,474	6,474
SPED Supplies	12,900	25,862	25,862	29,744	33,055	35,687
Athletics/Extra	-	-	-	-	-	-
Total Supplies	421,733	505,372	649,950	749,278	802,451	755,003

## **Attachment 19 - Budget Overview (5-Year DANN System)**

Purchased Services	FY23	FY24	FY25	FY26	FY27	FY28
Data Analysts	12,500	18,750	25,750	25,750	26,523	27,318
Special Education Contracted Services	250,900	367,760	428,395	472,600	512,940	517,920
Contracted Services: Transportation	-	-	-	-	-	-
Management Fee	434,250	448,200	772,650	840,600	896,400	896,400
-						
Payroll Services	13,620	23,280	25,320	26,760	27,960	27,960
Audit/Tax	28,500	29,355	30,236	30,236	31,143	32,077
Legal Fees	5,500	11,000	11,000	11,000	11,100	11,200
1 5						
IT Services	40,530	69,300	77,265	84,060	89,640	89,640
IT Set-up Fees	7,500	25,000	20,500	20,500	20,500	17,000
State Administrative Fee (1.25%)	86,229	138,889	156,869	172,883	186,750	189,190
Affiliation Fee - Inc. (1/2 of 1%)	34,132	55,556	62,748	69,153	74,700	75,676
Affiliation Fee - Professional Development (1/2 of 1%)	34,132	55,556	62,748	69,153	74,700	75,676
Affiliation Fee -						
Total Purchased Services	947,793	1,242,645	1,673,481	1,822,696	1,952,355	1,960,058
General Operations	FY23	FY24	FY25	FY26	FY27	FY28
Telephone						
Telephone	16,740	29,312	35,519	35,871	36,412	36,778
Internet	3,900	8,034	8,275	8,357	8,483	8,568
Cell Phones		-			_	
	200	4 500	4.500	4.500		4 505
Postage	800	1,500	1,500	1,500	1,525	1,525
Website	4,750	9,000	9,600	9,600	10,400	10,400
Copier / Printing	24,200	56,650	63,654	63,654	65,564	65,564
	,					
Infinite Campus	3,200	6,592	6,790	6,790	6,993	6,993
Total General Operations	53,590	111,088	125,338	125,771	129,377	129,829
Insurances						
Property Insurance	12,100	20,781	27,509	28,325	30,025	30,941
Liability Insurance	11,000	19,615	26,273	27,015	28,636	29,469
Other Insurances	19,250	28,360	35,543	36,841	39,051	40,509
Total Insurances	42,350	68,757	89,326	92,181	97,712	100,920
Other	FY23	FY24	FY25	FY26	FY27	FY28
Lunch Program-NSLP	43,274	263,115	323,505	381,638	422,412	432,272
Advertising/Marketing	1,500	6,500	6,500	6,500	5,000	5,000
Travel	1,250	2,500	2,500	2,500	2,500	2,500
I F						
Background and Fingerprinting	1,200	1,500	1,500	1,500	1,500	1,500
Dues and Fees	11,500	18,000	18,000	18,000	20,500	20,500
Loan Payment / Interest Expense	-		-		-	-
Prior Year Surplus allocated by board	-	-	-	-	-	-
Graduation	-	-	-	-	-	-
Other Purchases	1,750	3,500	3,500	3,500	3,500	3,500
		,				
Total Other	60,474	295,115	355,505	413,638	455,412	465,272
Facilities	FY23	FY24	FY25	FY26	FY27	FY28
Public Utilities	60,000	92,529	97,043	115,170	119,121	123,727
Natural Gas	3,800	3,914	4,031	4,152	4,277	4,405
Water / Sewer	6,000	10,548	10,908	11,281	11,666	12,066
l · · · ·	24,000	35,604	37,288	43,796	45,285	46,827
Garbage/Disposal						
Fire and Security alarms	7,000	14,420	14,853	15,298	15,834	16,468
Contracted Janitorial Services	108,633	202,342	212,584	237,413	244,535	251,871
I						
Custodial Supplies	30,880	49,280	54,944	59,776	63,744	63,744
Facility Maintenance/Repairs/Capital Outlay	41,000	62,500	76,000	81,000	80,000	90,000
Lawn Care	17,472	28,143	32,158	32,640	34,116	35,481
l F						
Snow removal	15,500	25,500	26,500	26,500	26,500	26,500
AC Maintenance & Repair	9,426	19,418	20.007	20,397	21 047	
Total Facilities	323,711		20,097		21,947	23,156
Total lacilities		5// 108				
	323,711	544,198	586,406	647,424	667,027	23,156 694,244
	323,711	544,198				
Total Expenses Before Bldg	6,169,601	544,198 <b>9,993,920</b>				
Total Expenses Before Bldg		,	586,406	647,424	667,027	694,244
	6,169,601	9,993,920	586,406 11,549,041	647,424 12,744,328	13,694,733	694,244 13,969,925
Total Expenses Before Bldg  Scheduled Lease Payment		<b>9,993,920</b> 600,000	586,406	647,424	667,027	694,244 13,969,925 1,459,000
	6,169,601	9,993,920	586,406 11,549,041	647,424 12,744,328	13,694,733	694,244 13,969,925
Scheduled Lease Payment Scheduled Bond Payment	6,169,601	<b>9,993,920</b> 600,000	586,406 11,549,041 900,000 1,124,993	12,744,328 1,200,000 1,189,907	13,694,733 1,430,000 1,196,533	13,969,925 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	- 1,001,588	9,993,920 600,000 1,114,865	586,406 11,549,041 900,000 1,124,993	12,744,328 1,200,000 1,189,907	13,694,733 1,430,000 1,196,533	13,969,925 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment	6,169,601	<b>9,993,920</b> 600,000	586,406 11,549,041 900,000 1,124,993	12,744,328 1,200,000 1,189,907	13,694,733 1,430,000 1,196,533	13,969,925 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	- 1,001,588	9,993,920 600,000 1,114,865	586,406 11,549,041 900,000 1,124,993	12,744,328 1,200,000 1,189,907	13,694,733 1,430,000 1,196,533	13,969,925 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	- 1,001,588 - -	9,993,920 600,000 1,114,865 -	900,000 1,124,993	12,744,328 1,200,000 1,189,907	13,694,733 1,430,000 1,196,533	13,969,925 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	6,169,601 - 1,001,588 - - -	9,993,920 600,000 1,114,865 - -	586,406 11,549,041 900,000 1,124,993 - -	647,424 12,744,328 1,200,000 1,189,907 - -	13,694,733 1,430,000 1,196,533	694,244 13,969,925 1,459,000 1,196,783 -
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment	- 1,001,588 - -	9,993,920 600,000 1,114,865 -	900,000 1,124,993	12,744,328 1,200,000 1,189,907	13,694,733 1,430,000 1,196,533	13,969,925 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	6,169,601 - 1,001,588 - - - - 211,202	9,993,920 600,000 1,114,865 - - - 263,217	586,406 11,549,041 900,000 1,124,993 - - - 360,404	647,424 12,744,328 1,200,000 1,189,907 - - - 328,758	13,694,733 1,430,000 1,196,533 - - 463,147	694,244 13,969,925 1,459,000 1,196,783 - - - 512,111
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	6,169,601 - 1,001,588 - - -	9,993,920 600,000 1,114,865 - -	586,406 11,549,041 900,000 1,124,993 - -	647,424 12,744,328 1,200,000 1,189,907 - -	13,694,733 1,430,000 1,196,533	694,244 13,969,925 1,459,000 1,196,783 - - - 512,111
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)	6,169,601  - 1,001,588 211,202 2.88%	9,993,920 600,000 1,114,865 - - - 263,217 2.25%	586,406  11,549,041  900,000 1,124,993 360,404 2.65%	12,744,328 1,200,000 1,189,907 - - - 328,758 2.18%	13,694,733 1,430,000 1,196,533 - - - 463,147 2.83%	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking	6,169,601 - 1,001,588 - - - - 211,202	9,993,920 600,000 1,114,865 - - - 263,217	586,406 11,549,041 900,000 1,124,993 - - - 360,404	647,424 12,744,328 1,200,000 1,189,907 - - - 328,758	13,694,733 1,430,000 1,196,533 - - 463,147	694,244 13,969,925 1,459,000 1,196,783 - - - 512,111
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)	6,169,601  - 1,001,588 211,202 2.88%	9,993,920 600,000 1,114,865 - - - 263,217 2.25%	586,406  11,549,041  900,000 1,124,993 360,404 2.65%	12,744,328 1,200,000 1,189,907 - - - 328,758 2.18%	13,694,733 1,430,000 1,196,533 - - - 463,147 2.83%	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System	6,169,601  - 1,001,588 211,202 2.88%  FY23	9,993,920 600,000 1,114,865 263,217 2.25%	586,406  11,549,041  900,000 1,124,993 360,404 2.655%	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26	13,694,733 1,430,000 1,196,533 - - 463,147 2.83%	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)	6,169,601  - 1,001,588 211,202 2.88%	9,993,920 600,000 1,114,865 - - - 263,217 2.25%	586,406  11,549,041  900,000 1,124,993 360,404 2.65%	12,744,328 1,200,000 1,189,907 - - - 328,758 2.18%	13,694,733 1,430,000 1,196,533 - - - 463,147 2.83%	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System	6,169,601  - 1,001,588 211,202 2.88% FY23	9,993,920 600,000 1,114,865 263,217 2.25%	586,406  11,549,041  900,000 1,124,993 360,404 2.655%	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26	13,694,733 1,430,000 1,196,533 - - 463,147 2.83%	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	6,169,601  - 1,001,588 211,202 2.88% FY23	9,993,920  600,000 1,114,865 263,217 2.25%  FY24 1,978,082	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27 3,089,680	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895
Scheduled Bond Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	6,169,601  - 1,001,588 211,202 2.88%  FY23 1,212,790	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000	12,744,328 1,200,000 1,189,907 - - - 328,758 2.18% FY26 2,718,664 1,200,000	13,694,733 1,430,000 1,196,533 - - - 463,147 2.83% FY27 3,089,680 1,430,000	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	6,169,601  - 1,001,588 211,202 2.88% FY23	9,993,920  600,000 1,114,865 263,217 2.25%  FY24 1,978,082	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27 3,089,680	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895
Scheduled Bond Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	6,169,601  - 1,001,588 211,202 2.88%  FY23 1,212,790	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000	12,744,328 1,200,000 1,189,907 - - - 328,758 2.18% FY26 2,718,664 1,200,000	13,694,733 1,430,000 1,196,533 - - - 463,147 2.83% FY27 3,089,680 1,430,000	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398  900,000 1,124,993 -	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533	694,244  13,969,925  1,459,000 1,196,783  512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783
Scheduled Bond Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service	6,169,601  - 1,001,588 211,202 2.88%  FY23 1,212,790	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398	12,744,328 1,200,000 1,189,907 - - - 328,758 2.18% FY26 2,718,664 1,200,000	13,694,733 1,430,000 1,196,533 - - - 463,147 2.83% FY27 3,089,680 1,430,000	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895  1,459,000
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service	6,169,601	9,993,920  600,000 1,114,865 263,217 2.25%  FY24 1,978,082 600,000 1,114,865 - 1,714,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895  1,459,000 1,196,783  2,655,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398  900,000 1,124,993 -	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533	694,244  13,969,925  1,459,000 1,196,783  512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service	6,169,601	9,993,920  600,000 1,114,865 263,217 2.25%  FY24 1,978,082 600,000 1,114,865 - 1,714,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895  1,459,000 1,196,783  2,655,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage	6,169,601	9,993,920  600,000 1,114,865 263,217 2.25%  FY24 1,978,082 600,000 1,114,865 - 1,714,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895  1,459,000 1,196,783  2,655,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907 - 2,389,907  1.14	667,027  13,694,733  1,430,000 1,196,533  463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533  1.18	694,244  13,969,925  1,459,000 1,196,783  512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1.19
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage	6,169,601	9,993,920  600,000 1,114,865 263,217 2.25%  FY24 1,978,082 600,000 1,114,865 - 1,714,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533	694,244  13,969,925  1,459,000  1,196,783  512,111  3.06%  FY28  3,167,895  1,459,000 1,196,783  2,655,783
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit)	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907 - 2,389,907  1.14	667,027  13,694,733  1,430,000 1,196,533  463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533  1.18	694,244  13,969,925  1,459,000 1,196,783  512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1.19
Scheduled Bond Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable	6,169,601	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907  1.14  2,669,846	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533  1.18	694,244  13,969,925  1,459,000 1,196,783 512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783 2,655,783 1.19
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable Plus: Operating Surplus	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25%  FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15  2,046,225 - 263,217	586,406  11,549,041  900,000 1,124,993 360,404 2.655%  FY25 2,385,398  900,000 1,124,993 - 2,024,993 1.18  2,309,442 - 360,404	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 - 2,389,907 1.14  2,669,846 - 328,758	667,027  13,694,733  1,430,000 1,196,533 463,147  2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533  1.18  2,998,604 - 463,147	694,244  13,969,925  1,459,000 1,196,783  512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1.19 3,461,751 512,111
Scheduled Bond Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable	6,169,601	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25 2,385,398 900,000 1,124,993 - 2,024,993 1.18	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664 1,200,000 1,189,907 - 2,389,907  1.14  2,669,846	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680 1,430,000 1,196,533 - 2,626,533  1.18	694,244  13,969,925  1,459,000 1,196,783 512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1.19
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable Plus: Operating Surplus Ending Cash Balance	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25% FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15	586,406  11,549,041  900,000 1,124,993 360,404 2.65%  FY25  2,385,398  900,000 1,124,993 - 2,024,993  1.18  2,309,442 - 360,404 2,669,846	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26  2,718,664  1,200,000 1,189,907 - 2,389,907  1.14  2,669,846 - 328,758 2,998,604	667,027  13,694,733  1,430,000 1,196,533 463,147 2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533  1.18  2,998,604 - 463,147 3,461,751	694,244  13,969,925  1,459,000 1,196,783 512,111 3.06%  FY28  3,167,895  1,459,000 1,196,783 - 2,655,783  1.19  3,461,751 512,111 3,973,862
Scheduled Lease Payment Scheduled Bond Payment Scheduled Bond Payment Additional Parking  Surplus (Revenues-Total Expenses-Lease-Bond)  DANN System  Adjusted Net Income Available Before Lease and Debt Service Scheduled Lease Payment Scheduled Bond Payment  Total Lease Payments & Net Debt Service  Annual Debt Service Coverage  Days Cash on Hand Calculation Actual Beginning Cash Balance (based on FY20 Audit) Accounts Receivable Plus: Operating Surplus	6,169,601  - 1,001,588	9,993,920 600,000 1,114,865 263,217 2.25%  FY24 1,978,082 600,000 1,114,865 - 1,714,865 1.15  2,046,225 - 263,217	586,406  11,549,041  900,000 1,124,993 360,404 2.655%  FY25 2,385,398  900,000 1,124,993 - 2,024,993 1.18  2,309,442 - 360,404	647,424  12,744,328  1,200,000 1,189,907 328,758 2.18%  FY26 2,718,664 1,200,000 1,189,907 - 2,389,907 1.14  2,669,846 - 328,758	667,027  13,694,733  1,430,000 1,196,533 463,147  2.83%  FY27  3,089,680  1,430,000 1,196,533 - 2,626,533  1.18  2,998,604 - 463,147	694,244  13,969,925  1,459,000 1,196,783 512,111 3.06%  FY28 3,167,895 1,459,000 1,196,783 - 2,655,783 1.19  3,461,751 - 512,111